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ABSTRACT

Five dimensions of a global perspective provide a broad framework around which a summer institute for teachers on the subject of global education was designed. The dimensions, which were selected to help transcend traditional political interpretations, include: (1) perspective consciousness; (2) state of the planet awareness; (3) cross-cultural awareness; (4) knowledge of global dynamics; and (5) awareness of human choices. An outline of the course is provided in the form of a course proposal featuring the course description, objectives, proposed teaching methods, basic requirements, and evaluation procedures and including lists of texts, supplementary readings, audiovisual materials, and organizational sources of information. Perspectives and perceptions, global security, economic and human development, and the environment comprise the four suggested study units, and a section is included which contains sample daily classroom activities. Specific monographs, films, simulations, discussion questions, and learning exercises, along with 31 worksheets which can be used in conjunction with selected activities, are included. Journal articles and documents, both supporting and illustrating the need for global education, are appended. (JHP)

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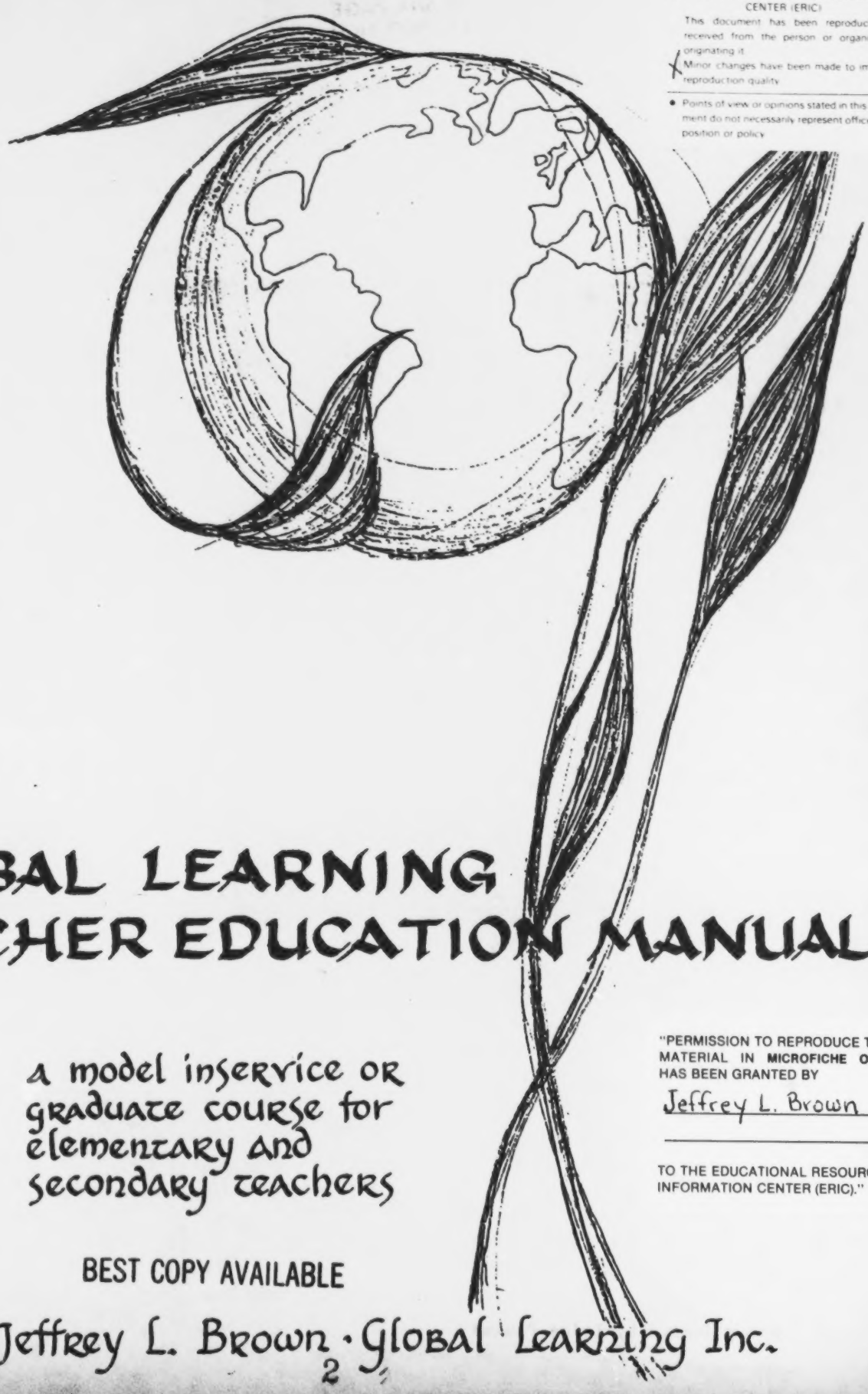

GLOBAL LEARNING TEACHER EDUCATION MANUAL

SO015984

A model inservice or graduate course for elementary and secondary teachers

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GLOBAL LEARNING TEACHER EDUCATION MANUAL

A Model Inservice or Graduate Course

Jeffrey L. Brown
Executive Director

Published by

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GLOBAL LEARNING TEACHER EDUCATION MANUAL
A Model Inservice or Graduate Course

"Without teachers whose own knowledge and attitudes are in tune with the demands of world society...there is little chance that new perspectives can be introduced into the structure and content of modern education, in the United States or anywhere else."

"The World and the American Teacher,"
American Association of Colleges for
Teacher Education

"A wine cellar begins with one raisin."

Lebanese proverb

Introduction

This manual has evolved from Global Learning's ten years of work in the global education field. The course has been taught and refined 15 times in three universities (Seton Hall University, NJ; Georgia State University, Atlanta, GA; University of Toledo, OH), in two state teacher education colleges (Glassboro and Trenton State Colleges) and in three different school districts' inservice programs (Princeton, Pompton Lakes and Northern Valley Regional) - all with extremely positive participant evaluations. The course combines broad range of subject matter with a wide variety of teaching/learning strategies, all within an operational model of active global educating/learning.

The conceptual framework of the course comes from Robert G. Hanvey's "An Attainable Global Perspective." It is strongly recommended that persons preparing to conduct this program familiarize themselves with this paper. In summary, Hanvey suggests five over-arching dimensions of a global perspective which provide a broad framework around which to integrate the wide-ranging field of global education. These include:

Dimension 1: Perspective Consciousness - the recognition of awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious detection, and that others have views of the world that are profoundly different from one's own.

Dimension 2: "State of the Planet" Awareness - awareness of prevailing world conditions and developments, including emergent conditions and trends, such as population growth, migrations, economic conditions, resources and physical environment, political developments, science and technology, law, health, inter-nation and intra-nation conflicts.

Dimension 3: Cross-Cultural Awareness - awareness of the diversity of ideas and practices to be found in human societies around the world, of how such ideas and practices compare, and including some limited recognition of how the ideas and ways of one's own society might be viewed from other vantage points.

Dimension 4: Knowledge of Global Dynamics - some modest comprehension of key traits and mechanisms of the world system, with emphasis on theories and concepts that may increase intelligent consciousness of global change.

Dimension 5: Awareness of Human Choices - some awareness of the problems of choice confronting individuals, nations, and the human species as consciousness and knowledge of the global system expands.

The structure and activities of the course are based on this framework. "Part I: Perspective and Perception" combines the dimension of "perspective consciousness" with "cross-cultural awareness." Beginning the group's process with these dimensions greatly enhances openness to new perspectives on critical, controversial issues. It is our experience that such an approach helps to transcend the traditional political interpretations on the liberal-to-conservative continuum.

Each of the three sections in "Part II: Problems and Opportunities in a Global Age" seek to reinforce the alternative perspectives approach, state the "state of the planet" in terms of the issue, analyze the issue from a systems framework according to the "knowledge of global dynamics" dimension, and look at alternative futures or "human choices" in a problem-solving way. Thus, the course models a global perspective in the very way it approaches its own subject matter. By the end of the first week of the three week model, participants had generally accepted the global perspective framework.

The group process is greatly facilitated by the use of "light and livelies" when energy and interest levels start to wane. A "light and lively" is an activity that helps to wake people up, re-energize them, and is fun. It is significantly different from a "break" in that the latter generally loses the group for at least the period of time given for the break and requires the re-focusing of energy once the group has returned. There are many simple, cooperative activities or games that are useful as "light and livelies." It is relatively simple to get even sophisticated secondary teachers to engage in a little light heartedness under the guise that these activities would be appropriate for the elementary students, and thus let's try them. Sources of such activities include "For the Fun of It," which is also reprinted in A Manual on Nonviolence and Children, and The Friendly Classroom for a Small Planet. See below for ordering information.

The body of this manual was originally written up as part of a two year ESEA Title IV-C project in the Princeton Regional Schools in 1980-82. In the first summer of that Global Education In-Service/Curriculum Development Project, we conducted a three week summer institute, in which the first two weeks were focused on global education input and the third week began the development of curriculum modules for infusion into existing courses, primarily social studies,

foreign language and science. The second summer we repeated the first week's activities, but spread the second week's activities over both weeks two and three, thereby allowing the participating teachers more time for developing their modules. This timing better allowed for the completion of the modules while also providing for approximately 1½ hours of input per day in the last two weeks.

A modified version of the course was taught in the Princeton Regional Schools' fall and spring inservice programs, which consisted of five half day sessions each. Another adaptation that worked very well involved four full days of inservice, two days one week and two the following week, in the Northern Valley Regional Schools in Bergen County, NJ.

The ultimate beneficiaries of any inservice or graduate teacher preparation program must be our children, the students in the classroom. It is most encouraging, therefore, that the students who were taught the globally infused curriculum modules in the Princeton Regional Schools' project performed demonstrably better than control groups when tested for basic information about selected nations, globalmindedness versus ethnocentricity, a greater understanding of general social studies concepts and the abilities to analyze, synthesize and evaluate information.

This course was taught four times in the summer of 1982 in five and six day formats as part of a New Jersey Consortium for Global Education project funded in part by the U.S. Department of Education. The course outlines and proposal in the following section reflect minor revisions in activities made at that time. Worksheets and readings for these revisions are included in the appropriate sections in the rear of this manual.

Acknowledgements

We are most grateful for the financial support from the Danforth Foundation and the Longview Foundation that made publication of this manual possible, as well as for a local firm's contribution of its printing services.

Many people's contributions made first this course and then this manual a reality. My heartfelt thanks go to Joseph T. Moore, of Montclair State College, who helped conceptualize and conduct the earliest versions of this course and whose helpful suggestions contributed immeasureably to my own professional development as a global educator; to Paula Gotsch, Associate Director of Global Learning, who helped teach, evaluate and revise these activities and whose feedback helps cut to the core of a problem; to Paul Houston, Superintendent of Schools, Lloyd Taylor, Director of Instruction and Title IV-C Project Director and William Roufberg, Support and Enrichment Teacher for the IV-C Project in the Princeton Regional Schools, for their support, involvement and follow through in the global infusion process; to Betty Allegretti, Administrative Secretary in Princeton Regional Schools, for typing the original draft of this manual, and to Joy Williams for typing the revisions; and for the hundreds of teachers who participated actively in this mutually educating process of global learning. Responsibility for the final product rests solely with the author.

Jeffrey L. Brown
Executive Director
Global Learning, Inc.
May 1984

GLOBAL EDUCATION SUMMER INSTITUTE
Course Proposal

I. Course Description

K-12 teachers and administrators will explore the meaning and significance of a global perspective for themselves and for their students. Combined with practical curriculum application.

II. Specific Objectives

Participants will be able to:

1. Recognize non-global or ethnocentric statements and materials.
2. Identify some of their own basic assumptions about cause-effect, interconnections of events and trends, human nature, the ability to resolve global problems, value judgments, worldview.
3. Begin to analyze the world as an interrelated system, with many subsystems.
4. State alternative perspectives on the nature and consequences of at least three major global issues, viz., global security, human and economic development, and the environment.
5. Propose alternative options for the future for these major global issues.
6. Communicate through a revised course of study a global perspective on their students' level of understanding and experience.

III. Outline of the Course

I. Perspective and Perception

A. Clarification on an optimism-pessimism scale of one's view toward the future of the human race and planet earth

B. Cross-cultural awareness

1. Perception and misperception of a "foreign" culture
2. Awareness of one's perspective as a perceptual filter
3. Developing empathy across cultural boundaries

C. Researching the linkages of "Your Community in the World and the World in Your Community"

1. Economic interdependence
2. Cultural interdependence
3. Social interdependence
4. Political interdependence

II. Problems and Opportunities in a Global Age

A. Global Security: war, peace, conflict resolution

1. The nature and state of the nuclear arms race
2. Alternative approaches to national security in the nuclear age

a. Deterrence through parity
b. Counterforce
c. Minimum deterrence
d. Unilateral disarmament
e. Independent initiatives

3. Alternative futures teaching strategy: evaluating proposed solutions to the problems of the arms race

4. Conflict and conflict resolution/management as an application of this concept area to elementary and secondary schools

a. Quick decisions technique for generating alternative solutions
b. Conflict Management Skills from Human Development Training Institute
c. Story completion
d. Models for analyzing conflict in history

B. Economic and Human Development

1. The nature and causes of world hunger
2. Confronting stereotypes of the poor
3. Defining and clarifying human rights

a. Wants/needs/rights/non-rights
b. Universal Declaration of Human Rights

4. New International Economic Order
5. Alternative futures teaching strategy: forecasting trends

C. Environment

1. The hydrological cycle within the ecological system
2. The Law of the Sea
3. Decision-making on "spaceship earth"

IV. Teaching Methods

A variety of learning activities will be employed, including:

1. Values clarification exercises.

2. Simulation games.
3. Group process activities.
4. Lectures.
5. Class discussion, in plenary and in small groups.
6. Analysis of data sheets, graphs, written projections.
7. Role playing.
8. Audiovisuals.
9. Communication and conflict resolution skills exercises.
10. Assigned readings.
11. Written evaluation of curriculum materials based on course content.
12. Scenario writing.

V. Basic Requirements for the Course

Attendance at all six sessions is expected.

Two written assignments are required. One is a reaction paper on the topic of the meaning and significance of a global perspective in education. The second is a major research project in order to develop a new curriculum unit with a global perspective, or to infuse an existing course with a global perspective. These written assignments will account for 60% of the course evaluation.

The former paper will be evaluated for its thoroughness, use of evidence in support of its conclusions, depth of analysis and grasp of basic concepts covered in the course. The latter will be evaluated in terms of the degree to which the basic course concepts are translated for the participants' grade level and subject area, originality and variety in teaching methods.

Participants will also be evaluated on their participation in class discussion and learning activities. Such participation will be evaluated in terms of its breadth and depth of understanding of assigned readings and presented materials, as well as in terms of its willingness to explore alternative perspectives. Such participation will account for 40% of the course evaluation.

VI. Procedures for Evaluating Course

Two evaluation procedures will be utilized. Daily group evaluations are based on two questions: What was helpful about today's session? What improvements would you suggest for today's session? Secondly, a written evaluation of the entire institute will be completed for each major activity by the last day of the institute.

VII. Bibliography of Teaching-Learning Materials

Given the need to be current, additional or alternative sources may be included in the following.

Texts: Anderson, Lee. Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education. Bloomington, Indiana: Mid-America Program for Global Perspectives in Education. Social Studies Development Center, 1979. $6.00

Hanvey, Robert G. An Attainable Global Perspective. New York: Center for Global Perspectives, 1976.

Supplementary Readings:

Alger, Chadwick F. and David G. Hoovler. You and Your Community in the World. Columbus, Ohio: Consortium for International Studies Education, 1978.

Becker, James. Schooling for a Global Age. New York: McGraw-Hill, 1979.

Brandt, Willy. North-South: A Program for Survival. Cambridge, MA: MIT Press, 1980.

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"Cross-Cultural Understanding." Pamphlet. Association for International Practical Training, 217 American City Building, Columbia, MD 21044. 1981.

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Hansen, Roger D. et al. U.S. Foreign Policy and the Third World Agenda 1982. NY: Praeger Pub., 1982.

Hull, Edward T. The Silent Language. Garden City, NY: Anchor Books, 1973.

Mack, John E. "Psychosocial Effects of the Nuclear Arms Race." The Bulletin of the Atomic Scientists. April 1981. pp. 18-23.

A Manual on Nonviolence and Children. Friends Peace Committee, 1515 Cherry Street, Phila., PA 19102.

Mehlinger, Howard D. et al. Global Studies for American Schools. Washington, DC: NEA, n.d.

New York State Education Department. "Education for a Global Perspective: A Presentation to the Board of Regents." Center for International Programs and Comparative Studies, Dec. 1980.

New York State Education Department. "Global Responsibility: The Role of the Foreign Language Teacher," Center for International Programs and Comparative Studies. 1981.

Overcoming World Hunger: The Challenge Ahead: Report of The Presidential Commission on World Hunger, Washington, DC: U.S. Government Printing Office, June 1980.

Panofsky, Wolfgang K.H. "Science, Technology and the Arms Race." Physics Today. June 1981. pp. 32-41.

Sakharov, Andrei. "An Appeal." Parade Magazine. Summer 1982.

Strength Through Wisdom: A Critique of U.S. Capability: A Report to the President from the President's Commission on Foreign Language and International Studies, Washington, DC: U.S. Government Printing Office, November 1979.

"The State of the World Environment: Annual Report." United Nations Environment Programme, Nairobi, Kenya.

"United Nations Universal Declaration of Human Rights."

Wisconsin Department of Public Instruction. "Global Studies in Wisconsin Schools: Definitions and Directions." Sept. 1979.

Wisconsin Department of Public Instruction. "Goal Descriptors for Global Studies." Bulletin 0908, 1979.

PUBLISHED SIMULATIONS AND AUDIO-VISUALS

"BAFA BAFA" Simulation	Simile II, 218 12th St., P.O. Box 910, Del Mar, CA 92014
"BALDICER" Simulation	John Knox Press, 341 Ponce De Leone Ave., NE, Atlanta, GA 30308
"CAVE PEOPLE OF THE PHILIPPINES"	produced by NBC-TV. Available from

Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091

"ENDING HUNGER: IT'S POSSIBLE, IT'S HAPPENING" Simulation.
AFSC, 15 Rutherford Pl., NY, NY 10003

"FOOD FIRST, PART I: WHY HUNGER"
Institute for Food and Development Policy, 2588 Mission St., San Francisco, CA 94110

"GLOBAL FUTURES" Simulation
Earthrise, Box 120, Annex Station, Providence, RI 02901

"HOW HUNGER HAPPENS" Filmstrips
Teleketics, Franciscan Communication Center, 1229 S. Santee St., Los Angeles, CA 90015

"THE LAST EPIDEMIC" Film
The Resource Center for Non-Violence P.O. Box 2324, Santa Cruz, CA 95603

"PARAISO" Film — produced by Maryknoll, Maryknoll, NY 10545

"REMEMBER ME" Film — produced by UNICEF, NY, NY 10017

"SHARING GLOBAL RESOURCES" Slide/tape or filmstrip
produced by NARMIC, American Friends Service Committee, 1501 Cherry St., Philadelphia, PA 19102

"TEACHING ABOUT SPACESHIP EARTH" Simulation
Intercom Magazine, #71, 1972.
Global Perspectives in Education, Inc. 218 E. 18th Street, New York, NY 10003

"THE WAR GAME" Film — produced by BBC, available from Films, Inc.

Selected References and Resources:

Resource Guides

Myers, Donald W. Catalog of Resources on International Understanding. Austin, Texas 78701: Southwest Educational Development Laboratory, 1982.

Urso, Ida. Teacher's Resource Manual on Worldmindedness: An Annotated Bibliography of Curriculum Materials K-12. Los Angeles: Curriculum Inquiry Center, Graduate School of Education, U.C.L.A., 1981.

General

Brown, Jeffrey. Coalition Building for Global Perspectives: A Process and Resource Manual. NJ Consortium for Global Education, Princeton Regional Schools, Box 711, Princeton, NJ 08540.

Collins, H. Thomas and Sally Banks Zakariya. Getting Started in Global Education: A Primer for Principals and Teachers. Arlington, VA 22209: National Association of Elementary School Principals, 1982.

"Cross-cultural Learning in K-12 Schools: Foreign Students as Resources." (slide/tape presentation) Washington, DC 20009: National Association for Foreign Student Affairs, 1860 19th St., NW. 1982.

Educating for Peace and Justice - A Manual for Teachers. Mary Beth Gallagher, James McGinnis, Kathleen R. McGinnis, Mary Ann McGivern and Luanne Schinzel, Institute for Education in Peace and Justice, 2747 Rutger, St. Louis, MO 63104.

"Global Education." Theory into Practice. Columbus, OH 43210: College of Education, Ohio State University, 1945 N. High St., Vol. XXI, No. 3, Summer 1982.

Global Education: A Personal Experience (slide/tape & book). American Association of School Administrators, 1801 North Moore St., Arlington, VA 22209, 1982.

Global Education: Support in Policy. Washington, DC 20007: National School Boards Association, 1055 Thomas Jefferson St., NW, 1980.

Global Studies: An Inquiry Course for Senior High Schools and Continuing Education. Boonton, NJ 07005: Boonton High School, 1982.

Global Studies: Grade 12 Honors Curriculum Guide. Raritan, NJ, Bridgewater-Raritan Regional School District, Div. of Curriculum and Instruction. 1983.

Improving International Understanding: A School District Planning Guide. New Albany, IN: New Albany-Floyd Co. Consolidated School Corp., 1982.

Internationalize Your School. National Association of Independent Schools, 4 Liberty Square, Boston, MA 02109. 1977. $2.00.

Overly, Norman V., et. al. Global Studies: Problems and Promises for Elementary Teachers. Washington, DC, Association for Supervision and Curriculum Development, 1976.

Richardson, John M. Jr. Making It Happen: A Positive Guide to the Future. Washington, DC 20036, US Association for Club of Rome, 1735 De Sales St., NW, 1982.

Shane, Harold G. Curriculum Change Toward the 21st Century. Washington, DC: NEA, 1977.

World Eagle. 64 Washburn Avenue, Wellesley, MA 02121. (Monthly social studies resource and global perspective maps)

World Press in Review. "News and Views from the Foreign Press." 230 Park Avenue, New York, NY 10169. ($16 annual magazine subscription)

Key Developers and Suppliers of Curriculum and Resource Materials

Animal Town Game Co.
Cooperative Games
P.O. Box 2002
Santa Barbara, CA 93120

Buckminster Fuller Institute
World Resources Inventory
3501 Market St.
Philadelphia, PA 19104
215-387-5400

Center for International
Teaching and Education
60 East 42nd Street
New York, NY 10165
212-972-9877

Center for Science in the
Public Interest
1755 S. Street, NW
Washington, DC 20009

Center for Teaching International
Relations
University of Denver
Denver, CO 80208
303-753-2426
(Major distributor of teacher-
made K-12 materials)

Charles F. Kettering Foundation
School Improvement through Global
Education
5335 Far Hills Avenue
Dayton, OH 45429

Consortium for International Business
Education, Pacific Lutheran University
Tacoma, WA 98447
(Sample international business modules
available)

Cooperative Learning Center
College of Education
330 Burton Hall, University of Minnesota
Minneapolis, MN 55455

Council on Interracial Books
1841 Broadway
New York, NY 10023

Council on Learning
271 North Avenue
New Rochelle, NY 10801
(7 Volume World in the Curriculum Series
for college)

ERIC CHESS
855 Broadway
Boulder, CO 80302
303-492-8434
(Clearinghouse for Social Studies Education)

Family Pastimes/Cooperative Games
R.R. #4
Perth, Ontario, Canada K7H 3C6
613-267-4819
In New Jersey: Margaret Inglese
134 North Main Street
Milltown, NJ 08850
201-828-0911

Global Development Studies Institute
Millbrook School
Millbrook, NY 12545

Global Learning Software
40 South Fullerton Avenue
Montclair, NJ 07042
(Cooperative computer games)

Global Perspectives in Education, Inc.
218 East 18th Street
New York, NY 10003
212-475-0850
(Publishes, Access, the crucial Information Exchange Network Newsletter, The Global Yellow Pages: A Resource Directory, and Intercom magazine.

Learning Resources in International Studies
777 United Nations Plaza
New York, NY 10017

Mershon Center
Ohio State University
199 West 10th Avenue
Columbus, OH 43201
(Pioneers of the community in the world movement)

Mid-America Program for Global Perspectives in Education
Social Studies Development Center
Indiana University
513 North Park
Bloomington, IN 47401

Office of International Education
U.S. Department of Education
Washington, D.C. 20202

Population Reference Bureau, Inc.
1337 Connecticut Ave., NW
Washington, D.C. 20036

Simile II
218 12th Street
Del Mar, CA 92014
(Simulation games)

Social Studies School Service
Global Education Catalogue
10,000 Culver Blvd., Dept. YO
P.O. Box 802
Culver City, CA 90230

The Stanley Foundation
Stanley Building
Muscatine, Iowa 53761
(Sponsors conferences and publishes occasional papers on global issues)

The World Affairs Council of Philadelphia
John Wanamaker Store, 3rd Floor Gallery
13th and Market Streets
Philadelphia, PA 19107
215-563-5363

The World Bank
1818 H Street, NW
Washington, DC 20433
202-477-1234

UNESCO Unipub
345 Park Avenue South
New York, NY 10010
(Publishes UNESCO Courier magazine, International Schools Project, and books)

U.S. Committee for UNICEF
331 East 38th Street
New York, NY 10016
212-686-5522

World Without War Publications
421 S. Wabash Ave., 2nd Floor
Chicago, IL 60605
312-663-4250

Worldwatch Institute
1776 Massachusetts Ave., NW
Washington, DC 20036
(Publishes "Worldwatch Papers")

PRINCETON REGIONAL SCHOOLS
VALLEY ROAD ADMINISTRATION BUILDING
BOX 711, PRINCETON, NEW JERSEY 08540 609-924-5600

GLOBAL EDUCATION IN-SERVICE AND CURRICULUM DEVELOPMENT PROJECT

OUTLINE OF SUMMER INSTITUTE

I. Perspective and Perception

II. Problems and Opportunities in a Global Age
   A. Content Areas
      1. Global Security
      2. Economic and Human Development
      3. Environment
   B. Method: Modeling a Global Perspective
      1. Trends/Problems
      2. Alternative Perspectives
      3. Alternative Futures and Human Choices

III. Curriculum Development
   A. Sequence
   B. Scope - Social Studies Concepts
      1. Interdependence
      2. Environment
      3. Community
      4. Culture
      5. Change
      6. Humanness

   C. Pilot Units

Princeton Regional Schools

GLOBAL EDUCATION INSERVICE AND CURRICULUM DEVELOPMENT INSTITUTE

August 11 - 29, 1980

Texts: Anderson, Lee. Schooling and Citizenship in a Global Age. Bloomington, IN. Mid-America Program for Global Perspectives in Education. Social Studies Development Center, 1979.

Hanvey, Robert. "An Attainable Global Perspective." New York:Center for War/Peace Studies, n.d.

PART I: PERSPECTIVE AND PERCEPTION

Day 1
Monday
August 11

Activities

Orientation and overview
Introductions
Pre-test of participants for validation requirements
Break
Views of the future exercise
Brainstorm: Global Education
    Elements of a definition - toward an operational definition
    Problem areas to be noted and explored in this Institute
Global Status Poll
Lunch
Simulation: "Bafa Bafa"
Evaluation

Day 2
Tuesday
August 12

Assignment: Anderson, Chapter 3

Activities

Princeton in the World, the World in Princeton
    Overview
    Research in community
    Sharing results
Evaluation

Day 3
Wednesday
August 13

Assignment: Hanvey, "An Attainable Global Perspective"

Activities

Discussion and applications of article
Lunch

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Activities

Film and discussion - "The War Game"
Evaluation

Day 4
Thursday
August 14

Assignment: Anderson, Chapter 4

Activities

Discussion of assignment
Alternative approaches to national security
Evaluating proposed solutions exercise
Lunch
Human nature/nurture debate
    Films and discussion - "Cave People of the Philippines"
    "Interview with My Lai Veterans"
Evaluation

Day 5
Friday
August 15

Assignment: Chapter 7

Activities

Simulation - "Intervention"
Conflict management and resolution
Lunch
Evaluate curriculum and resource materials, re. global security
Evaluation

B. ECONOMIC AND HUMAN DEVELOPMENT

Day 6
Monday
August 18

Assignment: Chapter 6

Activities

Simulation - "Baldicer"
Lunch
Alternative perspectives on the world food supply
    "Food: The Economics of Survival"
    "Food First"
Evaluation

Day 7
Tuesday
August 19

Assignment: Chapter 5 and "Coffee, the Rules of the Game, and You" (handout)

Activities

Simulation - "Global Futures"
Lunch
Film and discussion - "Paraiso"
Coffee exercise
Evaluation

Day 8
Wednesday
August 20

Assignment: Chapter 8

Activities

New International Economic Order
    Slide/tape - "Sharing Global Resources"
"Forecasts for the Year 2000" exercise
Lunch
Evaluate curriculum and resources re. economic and human developme
Evaluation

C. ENVIRONMENT

Day 9
Thursday
August 21

Assignment: Chapter 9 and "Environment and Technology" (handout)

Activities

Envirpnmental Interdependence
Slide/tape - "Monitoring Earth Resource from Space
Lunch
Simulation - "Spaceship/Earth"
Evaluation

Day 10
Friday
August 22

Assignment: Chapter 10

Activities

Discussion of assignment
Law of the Sea
"Brainstorming the Year 2010" exercise
Lunch
Evaluate curriculum re. environment
Evaluation

PART III: CURRICULUM DEVELOPMENT

Day 11
Monday
August 25

Assignment; Chapters 1, 2, 11

Activities

Reaching consensus on definition of global education for Princeton Social Studies scope and sequence draft
Inventory of existing social studies units and courses
Evaluation

Day 12
Tuesday
August 26

Assignment: Chapter 12

Activities

Selecting units, modules, resource materials from existing materials
Identifying units to be created by participants
Evaluation

Day 13 - 15
Wednesday
Friday
August 27-29

Activities

Drafting new units
Piloting with group
Post-test of participants
Final evaluation of Institute

Princeton Regional Schools

GLOBAL EDUCATION INSERVICE AND CURRICULUM DEVELOPMENT INSTITUTE

August 10 - 28, 1981

PART I: PERSPECTIVE AND PERCEPTION

Day 1 Monday August 10	Activities
	Orientation and overview Introductions Views of the Future Break Simulation: "Bafa Bafa" Lunch Pre-test for validation requirements Reading period: "Localizing International Issues" Anderson, pp.17-34 Daily evaluation

Day 2 Tuesday August 11	Activities
	Global Status Poll Brainstorm: Global Education Princeton in the World, the World in Princeton Introduction Research Reporting results Lunch Reading period: R. Hanvey, "An Attainable Global Perspective" Evaluation

Day 3 Wednesday August 12	Activities
	Discussion and applications of Hanvey article

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Activities
Film and discussion - "The War Game" Lunch Reading period: "Arms Control for the 1980's: An American Policy" "Science, Technology and the Arms Race" "Psychosocial Effects of the Nuclear Arms Race" "Congressional Peace Through Strength Resolution" Evaluation

Day 4 — Activities
Thursday
August 13

Alternative approaches to national security
Evaluating Proposed Solutions exercise
Break
Human nature/nurture debate
Films and discussion - "Cave People of the Philippines" "Interview with My Lai Veterans"
Lunch
Reading period: Anderson, pp. 1-16, 34-67, 92, 240-1
Evaluation

Day 5 — Activities
Friday
August 14

Simulation - "Intervention"
Conflict management and resolution
Evaluating curriculum and resources - By what criteria?
Videotape
Lunch
Reading period: Anderson, pp. 93, 119, 128-9, 316-7, 318-334, 426-7
Global Studies for American Schools pp. 8-18
Evaluation

Weeks 2 and 3: Curriculum Development and:
B. ECONOMIC AND HUMAN DEVELOPMENT

C. ENVIRONMENT

Princeton Regional Schools

Professional Growth Program
Global Education Inservice Outline

PART I: PERSPECTIVE AND PERCEPTION

Day 1 Activities

Introductions and overview
Simulation: "Bafa Bafa"
Evaluation

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Day 2 Activities

Introductions - Name and Gestures
Film and discussion: "The War Game"
Evaluation

Day 3 Alternative Approaches to National Security Role Play
Evaluation

B. ECONOMIC AND HUMAN DEVELOPMENT

Day 4 Simulation: "Baldicer"
Distribute "Global Potential Rating Scale for curriculum evaluation
Evaluation

Day 5 "Needs, Wants and Rights" Exercise - Worksheets #26-30

C. ENVIRONMENT

Either, simulation: "Teaching About Spaceship Earth"
Or, Environment Acrostic Exercise
Ocean: The Ultimate Sump Exercise
And, Future Headlines Exercise regarding the environment
Evaluation (See Worksheet #31)

The above outline applies to five 1½ hour sessions conducted preferably within five weeks.

Robert Hanvey, "An Attainable Global Perspective," serves as the primary reading material and is supplemented with relevant articles.

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

GLOBAL EDUCATION SUMMER INSTITUTE OUTLINE

GLASSBORO STATE COLLEGE

PART I: PERSPECTIVE AND PERCEPTION

Day 1 .. Introductions
Orientation and Overview
Views of the Future Exercise
Simulation: "Bafa Bafa"
Lunch
Your Community in the World, the World in Your Community
Curriculum Research Period
Daily Evaluation

Day 2 .. Discussion of Assignment

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Film and Discussion: "The Last Epidemic"
Lunch
Alternative Approaches to National Security Exercise
Conflict Resolution/Management Activities
Daily Evaluation

Day 3 .. "Intervention" Exercise
Alternative Futures Exercises: "Evaluating Proposed Solutions" and "Forecasts for the Year 2000"
Curriculum Research Period
Lunch

B. ECONOMIC AND HUMAN DEVELOPMENT

Simulation: "Baldicer"
World Hunger: Causes and Consequences
Daily Evaluation

Day 4 .. Film and Discussion: "Paraiso"
Human Rights Exercise - Worksheets #26-30
Lunch
New International Economic Order - Slide/Tape: "Sharing Global Resources"
"Ending Hunger: It's Possible, It's Happening"
Daily Evaluation

Day 5 .. Discussion of Assignment
Simulation: "Global Futures"
Lunch

C. ENVIRONMENT

The Hydrological Cycle Exercise
Future Headlines Exercise - See Worksheet #31
Daily Evaluation

Day 6 .. Simulation: "Spaceship Earth"
Alternative Futures Activity: "Brainstorming the Year 2010"
Lunch
Law of the Seas Exercise
Curriculum Research Period
Final Evaluation

NEW JERSEY CONSORTIUM FOR GLOBAL EDUCATION

GLOBAL EDUCATION SUMMER INSTITUTE

PART I: PERSPECTIVE AND PERCEPTION

Day 1 .. Introductions
Orientation and Overview
Views of the Future Exercise
Simulation: "Bafa Bafa"
Lunch
Your Community in the World, the World in Your Community
Activities and Research
Daily Evaluation

Day 2 .. Discussion of Assignment

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Film and Discussion: "The Last Epidemic"
Curriculum Research Period in portable Global Education Curriculum Lab
Lunch
Alternative Approaches to National Security Exercise
Conflict Resolution/Management Activities
Daily Evaluation

B. ECONOMIC AND HUMAN DEVELOPMENT

Day 3 .. Simulation: "Baldicer"
World Hunger: Causes and Consequences
Lunch
Film and Discussion: "Remember Me"
Human Rights Exercise - Worksheets #26-30
Discussion: Evaluating the Curriculum from a Global Perspective
Daily Evaluation

Day 4 .. New International Economic Order - Slide/tape "Sharing Global Resources"
"Evaluating Proposed Solutions Exercise"
"Forecasts for Year 2000 Exercise
Lunch

C. ENVIRONMENT

The Hydrological Cycle Excercise
Future Headlines Exercise - See Worksheet #31
Daily Evaluation

Day 5 .. Simulation: "Spaceship Earth"
Alternative Futures Activity: Brainstorming the Year 2010
Lunch
Law of the Seas Exercise
Curriculum Research Period
Final Evaluation

PART I: PERSPECTIVE AND PERCEPTION

DAY 1

Goals

1. To provide an overview of the Institute, including concept, logistics, and expectations.
2. To begin to build a sense of community among participants through personal introductions.
3. To pre-test participants for validation purposes.
4. To enable participants to reflect on their views of the future and to gain background information from them in this regard.
5. To begin to develop a common operational definition of global education from participants and to note problem areas to explore in the Institute.
6. To introduce experientially through a simulation, "Bafa Bafa," the concepts of "perspective consciousness" and "cross-cultural awareness."

Objectives

Participants will:

1. Indicate their views of the future on an optimism-pessimism continuum and share their views on a voluntary basis.
2. Brainstorm elements for an operational definition of global education and identify problem areas among these elements.
3. Through the simulation, observe the values, norms, customs, and reward system of a "foreign" culture and develop and test hypotheses about the most effective way to interact with that other culture.

Minutes	Activities	Materials
15	Orientation to project and housekeeping details	
15	Overview of Institute	Schedule
15	Introductions Seated in a large circle "Please give your name, grade, and subject you teach, and one thing that the group is not likely to know about you that you would like to share." Each person is to repeat the name and one thing to know about that person for the 3 people before them -- to build on listening skills.	
45	Pre-test	Tests, answer sheets, pens
10	BREAK	
30	Views of the Future Activity Directions: Draw a continuum line on the chalkboard, as follows, and ask participants to do the same on a piece of paper.	

Minutes	Activities	Materials

1 2 3 4 5 6 7

VO SO SP VP

Explain the letters and numbers: VO = Very Optimistic, SO = Somewhat Optimistic, SP = Somewhat Pessimistic, VP = Very Pessimistic.

Ask participants to circle a number somewhere on the line in answer to this question: "How optimistic or pessimistic are you as to the future of the human race and this planet?

Permit no discussion until all participants have circled a number. Then instruct them to draw a line down the middle of the page. Over the left hand side, write the heading "EXTERNAL FACTORS," and instruct them to list those factors from the outside world that caused them to place the circles where they did. Allow about 5 minutes for this.

Next ask them to rank order those EXTERNAL FACTORS according to which was most influential, giving it the number one, to the least influential.

Then instruct them to write over the right hand column the heading "INNER FEELINGS." Instruct them to list those inner beliefs or feelings which caused them to place the circles where they did. Next ask them to rank order those INNER BELIEFS OR FEELINGS.

Record on the chalkboard by a show of hands how many persons circled each number (make clear to participants that you are making no value judgments on their responses, if participants start to make such judgments).

Ask if anyone would like to share their lists of external factors and inner feelings with the group. Thank participants for sharing their responses but avoid much interaction, discussion, and arguments.

30-45 Brainstorm: Global Education

Newsprint, markers, masking tape

Toward an operational definition: problem areas to be noted and explored in this Institute

Directions:

1. On newsprint, write the word "global" and ask for word associations; list responses.
2. "We are trying to develop an operational definition of global education that can gain consensus in this district. What elements do you think should be part of this definition?" (List responses and do not evaluate them.)

Part 1, Day 1 (cont.)

Minutes	Activities	Materials
	3. "What groupings of elements do you see, i.e., which go together?" Indicate groupings with such symbols as star, square, circle, triangle, etc., on newsprint and then ask group to give each grouping a name.	
	4. "Are there areas of disagreement or uneasiness in either the general list of elements or groupings?" (Beginning to evaluate.)	
	5. "Are there any other areas of concern regarding global education that we should be aware of or deal with in this Institute and this total project?" List responses and leave open-ended for people to add to at any time.	
	6. Hand out preliminary definitions from project proposal and ask for feedback from group (see Appendix A).	
	Simulation: "Bafa Bafa" Order from Simile II, 218 12th St., Del Mar, CA 92014 - $35. Directions only are available for less.	
90	Conducting the simulation	
60	Debriefing and discussion	
	Daily Evaluation	Newsprint, markers
5-10	1. "What was most helpful about this session?" Put a plus sign on one sheet of newsprint and list the responses.	
	2. "What improvements would you suggest for this session?" Put an arrow (⟶) on another sheet of newsprint and list responses.	
	Reading assignment for Day 2: Anderson, Chapter 3.	

PART I: PERSPECTIVE AND PERCEPTION (cont.)

DAY 2

Goals

1. To research several different ways in which our local community is connected to other parts of the world.

2. To gather this research for use with students.

Objectives

Participants will:

1. Visit a variety of institutions, groups, and places in the local community and compile lists of ways in which these institutions, etc., are connected to other parts of the world.

2. Share the results of their research with one another.

Minutes	Activities	Materials
	"Our Community in the World and The World in Our Community"	
	The day's activities are based on the research of Chadwick Alger and Associates, The Mershon Center of the Ohio State University, 199 West 10th Ave., Columbus, Ohio 43201. See Appendix B for a brief description of their project and for further ideas for similar activities. Appendix B may be given out as a reading assignment on Day 1, or at the start of today's activities, or after them.	
	Directions:	
	1. Prior to this day, compile a list of organizations, institutions, and events in the community that have international connections. Include their addresses and telephone numbers. Such a list could include the following:	List of organizations, etc.
	a. Local newspapers - International coverage b. Radio (WHWH) - Global news c. Restaurants - Foreign: number and type d. Local business - Foreign owned; foreign merchandise e. Festivals - Ethnic f. Post Office - Foreign mail g. Banks - Foreign exchange, investments h. Streets and avenues - Origin of names i. Schools - Foreign enrollment; equipment j. Parking lots - Number and type of cars; bikes k. Travel agencies - Traffic l. Airport - Traffic m. Entertainment - Plays, movies (type), concerts, dances, speakers	

Part I, Day 2 (cont.)

Minutes	Activities	Materials
	n. Genealogy - Roots o. Visitors - To town or gown p. Tourism - Extent of q. Religion - Links with world r. Architecture - Foreign influences s. Communication - Pen pals; ham operators t. Consultants - Advisors to foreign governments or agencies u. Bibliography - Books, magazines v. Convalescent home - Interviews w. University courses - International affairs x. Prized collections - Private and public y. Research - List of local organizations	
	2. Assign research teams of two persons each to a variety of such organizations, utilizing Worksheet #1, "Your Community in the World and the World in Your Community"	Worksheet #1
90-120	3. Send participants out into the community to conduct their research, with a specified time to return	
30-60	4. Debrief the experience in plenary. Have participants report on highlights and major observations, not the details of their research.	
	a. One method of reporting is to have participants indicate the connections they've discovered, either on a large wall map or a globe, using different colored yarn, or on individual outline maps, using pens. Persons connect their local community to the various places in the world represented by their research findings.	Map, globe, yarn, tape
	5. Collect the worksheets and duplicate so everyone receives a copy within a day or two.	
5-10	Daily Evaluation Conduct in same manner as Day 1.	Newsprint, etc.
	Reading assignment for Day 3: Hanvey, "An Attainable Global Perspective."	

PART I: PERSPECTIVE AND PERCEPTION (cont.)

DAY 3

Goals

1. To discuss Hanvey's definition of "An Attainable Global Perspective."
2. To introduce on an affective level some of the issues of nuclear war as a part of the concept of "Global Security."

Objectives

Participants will:

1. Discuss the Hanvey article in small groups.
2. View and discuss the film, "The War Game."

Minutes	Activities	Materials
60	Discussion and application of Hanvey article	
	Directions:	
	Form small discussion groups of 6-8 people and discuss the following questions:	Brainstormed list from Day 1
	Introduction	
	1. Hanvey acknowledges the limited impact of schools on a person's total perspective. To what extent do you think schools do play the corrective functions he suggests (p.2)? How might <u>our</u> schools improve their efforts in this area?	Newsprint and markers for each group
	2. In what ways do you yourself apply a corrective to the media's influence on you? In what ways do your students have opportunities to gain or apply such correctives?	
	"Perspective Consciousness"	
	3. In what ways recently have you personally become aware of unexamined assumptions, value judgments, conceptions of time, space, and causality, etc.? How have these experiences affected your "perspective consciousness"?	
	4. What perspectives that are different from yours are relatively easy for you to accept? With which ones do you have difficulty?	
	5. What teaching methods and techniques do you know that "probe the deep layers of perspective" (p.5)? List them on newsprint. Which do/would you use?	
	"State of the Planet" Awareness	
	6. Describe several popular "images of the world" - including your own (p.6). What influences have helped to shape your own?	

Part I, Day 3 (cont.)

Minutes	Activities	Materials

7. List other examples in your current teaching, i.e., besides ozone depletion, where you could give your students practice in looking for unintended and global effects of "seemingly innocent behavior." (p. 7)

"Cross-cultural Awareness"

8. What rewards for respecting and participating in non-white world views now exist for you? For your students? How might more such rewards be developed?
9. Can you give examples from your own experience of the four levels of cross-cultural awareness (p.11)?
10. What are some <u>methods</u> for achieving Levels III and IV awareness? List them on newsprint.

"Knowledge of Global Dynamics"

11. Reflect a moment on how you view the world (see 6 above). Which of the three metaphors (machine, organism, system) is closest to your own? Are there other metaphors that are helpful for you?
12. Give other examples besides population (p.13) of simplistic vs. systemic thinking and approaches.
13. Do you agree or disagree that "the control of change is the central problem of our era"? Why? (Relate to "J" curves)
14. Give your reactions to his 4 principles of change (pp. 14-17 and 20). Would you add any others?
15. List on newsprint what other cases besides ozone depletion your students could study to explore "the global consequences of technological decisions" (p.17). Mark with a check those already included in the curriculum.
16. Do you agree or disagree that some technologies should be aborted? Why? If you agree, which do you think should be aborted?
17. In what ways, if any, have you been questioning the "naturalness and goodness of economic growth"? With what results? To what extent does Princeton represent a "limits to growth" economy and environment?
18. How do you feel about the comparison of the Western and the Chinese models of growth (p.18)? What do these feelings and thoughts reveal to you about your cross-cultural awareness in this comparison?
19. Give your reactions to "the central message" regarding exponential growth of the two studies cited at the top of page 20.

Part I, Day 3 (cont.)

Minutes	Activities	Materials

"Awareness of Human Choices"

20. Divide your group in half; each sub-group do one of the following:

    a. On one sheet of newsprint, fill in examples of how U.S. society is operating on a pre-global cognition level. Use Hanvey's categories in the chart on p.24.

    b. On another sheet of newsprint, fill in examples of how U.S. society is beginning to operate on a global cognition level. Use Hanvey's categories in the chart on p.24.

    c. Have each sub-group share their results.

21. Do you agree or disagree with the four propositions at the bottom of p.25? (If all agree, articulate some positions of people you may know who would disagree.)

22. Would you or wouldn't you favor, as an educational objective in this school system, the notion of getting students "to increase the number of solutions that they can propose for a given problem and the quality of the solutions, as measured by criteria of global cognition" (p. 28)?

23. How does Hanvey's definition of a global perspective compare with the list of elements of global education we brainstormed on Day 1?

Handout Worksheet #2, "A Global Perspective" as a summarizing image. — Worksheet #2

20-30 Analyzing How Systems Change Activity — Worksheets #3 and #4

Because viewing the world as a single, integrated system is one major difference between global education and past approaches to international education, this activity is designed to reinforce Hanvey's discussion of the four principles of how systems change in his fourth chapter.

Directions:

1. Pass out to the entire group Worksheets #3 and 4 entitled "Analyzing How Systems Change" and "Agribusiness"
2. Have people complete individually Worksheet #3, utilizing the "Agribusiness" model.
3. Discuss their responses in the total group.

15 BREAK

Day 3 (cont.)

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY

Minutes	Activities	Materials
	The film, "The War Game," is a very powerful dramatization of what would happen in the event of a nuclear attack on Great Britain. Produced by BBC in 1965, it was not aired on television by them. Facilitators should be especially sensitive to viewers' feelings following the showing.	
60	Show film, "The War Game" Film is available free from regional film libraries in New Jersey or from Films, Inc., 1144 Wilmette Ave., Wilmette, IL 60091 (312-256-4730; $75.)	Projector, screen, film
30-45	Discussion Questions 1. Would anyone like to share with the group some of the feelings you're experiencing now? 2. To what extent were you aware of the factual content of this film? What "facts" need to be updated, now that 16 more years have elapsed in the arms race? (Megatonnage, greater accuracy and mobility of missiles, MIRVs, MARVs, nuclear weapons proliferation, etc.) 3. Most U.S. citizens tacitly accept nuclear deterrence as a cornerstone of their country's foreign policy. Do you? Why or why not? 4. What might be some alternative approaches to greater national and global security in this conflict-ridden world of ours? 5. The film ended on almost a note of anguish about the public silence on the issue of nuclear war. What signs of hope do you see in the face of this monumental global problem? 6. What might be the benefits of using this film as a teaching aid? In what ways might its use be unwise? How would such factors as age of students, timing in the unit of study, and pre-film and post-film instruction be weighed in your decision? Are there other factors to be considered?	
5-10	Daily Evaluation Reading assignment for Day 4: Anderson, Chapter 4	Newsprint, et

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY (cont.)

DAY 4

Goals

1. To provide alternative perspectives on the issue of national military security, with particular reference to nuclear weapons' strategies.
2. To introduce one teaching strategy for dealing with alternative futures.
3. To introduce the human nature versus human conditioning debate regarding aggression, placing the debate in the context of Kohlberg's theory of moral development.

Objectives

Participants will:

1. Listen to, and discuss the contents of, a lecture on "Alternative Approaches to National Security."
2. Provide pro and con arguments for at least three proposed solutions to the problem of the arms race.
3. View and discuss two films that present contrasting views of human nature, identifying examples of the different stages of moral development according to Kohlberg's theory.

Minutes	Activities	Materials
60	Lecture: "Alternative Approaches to National Security" Texts and background materials are in Appendix C. It is recommended that each of the five positions, as outlined on the one-page chart, be copied onto 36" X 48" newsprint or colored chart paper and that each position be taped to the wall as the position is explained. It is also helpful to leave them all up during the lecture so people can continue to make comparisons among them.	5 charts summarizing the 5 positions
60	Evaluating Proposed Solutions Exercise Directions: 1. Distribute Worksheet #5, "Evaluating Proposed Solutions", and divide into small groups of 6-8.	Worksheet #5
(15)	2. Instruct participants to complete worksheet individually.	
(25)	3. Have them discuss their individual responses in their small groups by trying to arrive at a consensus solution.	
(20)	4. Debrief exercise in plenary. a. What arguments were easy to develop? Which were difficult? Why?	

Part II-A, Day 4 (cont.)

Minutes	Activities	Materials
	b. Which arguments were most meaningful? Had emotional importance?	
	c. What did you learn about your perspective and assumptions?	
	d. What were the areas of ease or difficulty in arriving at a group consensus?	
15	BREAK	
60-75	Films: Human nature/nurture debate "Cave People of the Philippines (preferably the short version). Available from New Jersey regional film libraries or Films Incorporated, 1144 Wilmette Ave., Wilmette, IL 60091 (312)-256 4730). See Appendix D for background information on film "Interview with My Lai Veterans" Available from New Jersey regional film libraries or Sterling Educational Films, 241 E. 34th St., New York, N.Y. 10016 (212) 683-6300).	Films, screen, projector
	Directions: 1. Introduction to the films: Have participants draw a "human nature continuum" by drawing a line and numbering it 1 to 7, with 1 being labeled "Very aggressive, competitive" and 7 being "Very altruistic, cooperative." Direct participants to circle the number that best represents their view of human nature. Then show these two films in the above order.	Chalkboard or newsprint
60	2. Discussion questions: a. Look at the number you circled on the human nature continuum. Would you make any changes, having seen these two films? b. What was most striking to you about the "Cave People"? c. Which of their values do you like? Which turned you off? d. What were some of the ramifications (cf. Hanvey article) of technology? ...of becoming meat eaters? Which of these were unanticipated consequences? e. If you were the Minister of the Interior with jurisdiction over this tribe's well-being and future, what alternatives would you face? (List responses on board.) Which would you prefer? Why?	

Part II-A, Day 4 (cont.)

Minutes	Activities	Materials
	f. Concerning "Interviews with My Lai Veterans," what scenes and lines stand out?	
	g. If you wanted to condition your students to act as these veterans had, how would you do it?	
	h. If you wanted to "innoculate" your students so they'd become immune to such conditioning, what would you do?	
	3. Hand out Worksheet #6, "Moral Development."	Worksheet #6
	Discussion question: "Where did you see examples from both films of different stages of moral development?"	
	4. Hand out Worksheet #7, "Teaching About a Moral Dilemma," either for discussion or as a take-home.	Worksheet #7
5-10	Daily Evaluation	
	Reading assignment for Day 5: Anderson, Chapter 7.	

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

A. GLOBAL SECURITY (cont.)

DAY 5

Goals

1. To provide an experiential overview of the evolution of the international political system, including a futuristic option.

2. To introduce participants to a variety of exercises regarding conflict resolution/management which are also appropriate for their students.

3. To generate criteria by which teachers will evaluate their materials in terms of the global security topic and to begin this evaluation.

Objectives

Participants will:

1. Respond in writing to a scenario of international conflict from five different perspectives.

2. Generate alternative responses to conflict situations, evaluate them in light of a list of conflict management strategies, complete a story with three different possible outcomes, and analyze an historical conflict situation.

3. Brainstorm criteria by which to evaluate curriculum and then apply these criteria to their own teaching materials.

Minutes	Activities	Materials
60-90	Simulation - "Intervention" Form A of this simulation gives participants an experiential overview of the historical developments from the League of Nations to the United Nations to a futuristic model of a revised United Nations, as well as a comparison with a bi-polar Great Powers system. Directions:	Copies of Appendix E
(5)	1. Divide into 5 groups and assign each group to a different part of the room.	
(5)	2. Hand out the scenario to each person and give each person in each group only the directions for that group, i.e., Model Number One for the first group, etc. Do not tell participants that models are based on League of Nations and U.N.	
(20-30)	3. Small groups to decide what their organization or super-power will do.	
(20-30)	4. Plenary - Ask groups to report their decisions in the following order: Groups 4, 5, 1, 2, 3. a. With Groups 4 and 5, check for their "cross-cultural awareness" and perceptions of the USSR as an adversary. "What are the valid national interests of both the USSR and US?" "Do we need a 'corrective function' to the media and government sources of information a la Hanvey's introductory chapter?"	

Part II-A, Day 5 (cont.)

Minutes	Activities	Materials
	b. Regarding reports 1, 2, and 3, "What organization do you actually represent? What did it take to get the world to the League of Nations and to the United Nations? What might it take to get to a revised U.N.? Would you be in favor of this or not?"	
20	c. Discuss Anderson, Chapter 7, "The Development of a Global Political System."	
70	Conflict Management and Resolution Activities The concepts of conflict and conflict resolution provide a bridge between the grand issues of global security and historical events and the teachers' and students' daily personal experience.	
(20)	1. Quick Decisions Exercise Directions: a. Divide into groups of 3. b. "Each group of 3 is to come up with a solution to each of the conflict situations I will give to you. You will have only 1 minute to reach this solution, and you must agree to it by consensus." c. Read the first situation from Worksheet #8, "Quick Decisions Scenarios." Give participants 1 minute to reach a solution and then read the second situation, etc. (Do not hand out Worksheet #8.) d. When you have completed the scenarios, list the various groups' responses to each situation on the chalkboard or newsprint. Note particularly the variations in responses or the differences. The object is that we are very creative people and can come up with a variety of alternative responses to conflict that do not have to include violence. e. The accompanying conflict scenarios are suggestive, and you may want to write your own.	Worksheet #8 Scenarios, chalkboard or newsprint
(10)	2. Hand out Worksheet #9, "A Summary of Conflict Management Strategies." Discuss these strategies, especially noting which are proposed in the Quick Decisions Exercise.	Worksheet #9
(25)	3. Story Completion Directions: a. Have participants remain in groups of 3 from Quick Decisions Exercise, and hand out Worksheet #10.	Worksheet #10

Part II-A, Day 5 (cont.)

Minutes	Activities	Materials
	b. Assign each small group 1 of the 3 types of solutions to complete in 10 minutes.	
	c. In plenary, share the different proposed solutions and discuss (15 minutes).	
(10)	4. "A Model for Analyzing Conflict Situations in U.S. History Courses"	Worksheet #11
	Hand out Worksheet #11 and have participants suggest answers to each question for a particular historical situation.	
(5)	5. "Scales for Analyzing Conflict"	Worksheet #12
	Hand out Worksheet #12 and discuss briefly.	
15	BREAK	
60-90	Evaluate curriculum and resource materials regarding theme, "Global Security"	Curriculum and resource materials, preferably used by participants
	Directions:	
	1. Brainstorm on newsprint the criteria or questions participants have for evaluating curriculum materials regarding "global security," "perspective consciousness," and "cross-cultural awareness." Leave results posted.	
	2. Have participants individually review materials with these criteria and questions in mind, making written notes. Worksheets #13 and #14 may be distributed as sample evaluation instruments.	Worksheets #13 #14
	3. Regroup into plenary and share observations and results.	
5	Daily Evaluation	Newsprint, etc
	Reading Assignment for Day 6: Anderson, Chapter 6	

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

B. ECONOMIC AND HUMAN DEVELOPMENT

DAY 6

Goals

1. To introduce in an experiential way several of the factors involved in human/economic development, viz., food supply, inflation, population growth, poverty, disproportionate distribution of resources, competition vs. cooperation, etc.

2. To present several perspectives on the causes of hunger.

Objectives

Participants will:

1. Participate in a simulation as "World Food Coordinators," making a variety of decisions required to keep alive 150 million people.

2. Create a web chart on the causes of world hunger and evaluate their results in comparison with the Report of the Presidential Commission on World Hunger.

3. View and discuss a filmstrip that most likely represents a perspective on the causes of world hunger much different from their own.

Minutes	Activities	Materials
90	Simulation - "Baldicer" "Baldicer" may be ordered from John Knox Press, 341 Ponce DeLeone Ave., N.E., Atlanta, GA 30308 for $25, or may be borrowed from the Educational Improvement Centers in New Jersey. In debriefing the simulation, note whether or not participants have tried to solve the structural causes of their difficulties by controlling population growth according to rule 5 on the last page of the instructions. One main benefit of this simulation involves the high levels of frustration people experience as they try to work harder but still generally don't "get ahead."	"Baldicer"
	Alternative perspectives on the world food supply	
30	1. Web Chart on World Hunger Directions: a. Begin by writing "world hunger" on the chalkboard or newsprint and draw a circle around it. b. Ask, "What are the main causes of world hunger?" and write the responses on the board around the central circle. Put a circle around the causes and connect them to the center by lines. Also draw lines among the causes to show interconnections. (See Appendix F for sample web chart.)	Chalkboard or newsprint

Part II-B (cont.)

Minutes	Activities	Materials
	c. Once you have listed the group's responses, have them read Worksheet #15 from the Report of the Presidential Commission on World Hunger. Ask them to add any causes the group had omitted, preferably using different color chalk or marker.	Worksheet #15
60	2. Filmstrip: "Food First, Part I: Why Hunger" or "How Hunger Happens" "Food First" is available from Institute for Food and Development Policy, 2588 Mission St., San Francisco, CA 94110, for $30 for two 15-minute color sound filmstrips and script. "How Hunger Happens" is the second of 5 filmstrips from "A World Hungry," Teleketics, Franciscan Communications Center, 1229 S. Santee St., Los Angeles, CA 90015. (See Appendix G for scripts of these 2 slide shows.) Directions: a. After a general discussion of the filmstrip, ask in what ways its perspective differs from, or agrees with, the web chart. b. Have participants individually write "perspective statements" describing the perspectives on causes of world hunger discussed. Ask for volunteers to read them aloud.	Filmstrip, projector, tape player
5-10	Daily evaluation Reading assignment for Day 7: Anderson, Chapter 5 "Coffee, the Rules of the Game, and You" Worksheet 16.	Newsprint, etc.

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

B. ECONOMIC AND HUMAN DEVELOPMENT (cont.)

DAY 7

Goals

1. Through the simulation,
   a. To demonstrate the need for international cooperation.
   b. To demonstrate that the world future is not predetermined; that alternative futures can be designed.
   c. To demonstrate the interrelatedness of global problems; specifically, population, food, technology, and education.
   d. To demonstrate that the present gap between the "have" and "have not" countries can be lessened.
   e. To demonstrate the need for long-range planning in present policy-making.
2. To depict empathetically the life situation of a poor family in a Third World country, and efforts to change that situation.
3. To analyze in a graphic way an example of global interdependence through the medium of coffee.

Objectives

Participants will:

1. Participate in a sophisticated simulation representing alternative world futures and develop strategies to avoid "World Destruct Points."
2. View and discuss a film, "Paraiso."
3. Create a diagram of ways in which an American coffee drinker is linked to the farm worker who picks the coffee beans.

Minutes	Activities	Materials
120-180	Simulation: "Global Futures" "Global Futures" may be ordered from Earthrise, Box 120, Annex Station, Providence, RI 02901 for $17.75. Since participants have been conditioned toward co-operation by their experience with previous simulations, encourage them to play this game "realistically," i.e., make the negotiations and trading realistic and not simply "give aways." With approximately 20 participants, we used 6, not 8, world regions, eliminating Japan and Africa, since their types of regions were represented by others in the 6.	"Global Futures'

Part II-B (cont.)

Minutes	Activities	Materials

At facilitator's discretion, you could have participants hold a "World Press Conference" after round 2 or 3, during which they could announce their policies or propaganda statements.

This game differs from "Baldicer" in that these issues are treated in a decidedly international setting, not so much a personal decision-making or just a national setting. Also, emphasis is placed on human choice and alternative futures.

The following questions can be added to those suggested in the simulation itself during the debriefing:

1. To what extent, and how, did the game achieve its objectives (p.1 of facilitator's manual)?
2. What relationships did you see more clearly?
3. What learnings did you gain that were different from "Baldicer"?
4. In what ways did your actions reflect what Anderson calls the "globalization of the world's economic system", e.g., First World's expansion of economic interdependence, Third World's challenging of economic dependence, and Second World's changing of economic independence (p.177); strategies of commodity cartels (pp.175-6); worsening of inequality between rich and poor?
5. Did any international organizations get formed? Why or why not? How, and with what results? How realistic was this?
6. Anderson distinguishes between dependence and interdependence. (Interdependence = high levels of economic interaction plus high levels of mutual sensitivity. Dependence = 1 country's economy is sensitive to events or developments in another country, but latter is little affected by events or developments in former (p.172)). Which did you experience and when?
7. How would your strategies and actions affect the Juan Diaz's of the world (reference to "Coffee, the Rules of the Game and You")?

60 Film and discussion: "Paraiso" — Film, projector, screen

"Paraiso" is available to borrow free of charge from Association Films, Inc., Maryknoll Library of Third World Films, 600 Grand Ave., Ridgefield, N.J. 07657, telephone (201) 943-8200. In this film, one comes to know the situation of a poor family in Nicaragua and a priest's efforts to relate to both the poor and the rich prior to the revolution in Nicaragua.

Part II-B (cont.)

Minutes	Activities	Materials
	Discussion questions:	
	1. What objects stand out from this film?	
	2. What lines stand out?	
	3. What kinds of problems do the poor discuss having? The rich?	
	4. What stereotypes about poor people did you hear? How were they upheld or contradicted in the film?	
	5. What different kinds of, and attitudes toward, education are expressed?	
	6. What views of the future are depicted?	
45-60	Coffee exercise	
	See Appendix H for directions for this activity.	Newsprint for small groups, markers and tape, Worksheet #16
	A suggested procedure follows:	
	1. Divide into small groups of 4 or 5.	
(15-20)	2. Have each small group complete a diagram according to the directions, and hang on the front wall.	
(10-15)	3. Ask each group to report briefly on their diagrams and their group process.	
(20-30)	4. Compare diagrams and discuss in plenary.	
5-10	Daily evaluation	Newsprint, etc.
	Reading assignment for Day 8: Anderson, Chapter 8 Worksheets #17, "North-South Dialogue" and Worksheet #18, "Twelve Musts for Development"	

PART II: PROBLEMS AND OPPORTUNITIES IN A GLOBAL AGE

B. ECONOMIC AND HUMAN DEVELOPMENT (cont.)

DAY 8

Goals

1. To introduce the call for a New International Economic Order by Third World countries.
2. To introduce a second teaching strategy for dealing with alternative futures.
3. To generate criteria by which teachers will evaluate their materials in terms of the economic and human development topic and to begin this evaluation.

Objectives

Participants will

1. View and discuss a presentation on the New International Economic Order.
2. Predict whether 18 projections will or will not happen by the year 2000 and will indicate a value judgment as to whether or not they would agree or disagree with such projections.
3. Brainstorm criteria and questions by which to evaluate materials in terms of the economic and human development topic and apply these criteria to their own teaching materials.

Minutes	Activities	Materials
45-60	Slide/tape: "Sharing Global Resources" Show Part I of this slide/tape presentation which can be rented from the American Friends Service Committee, 15 Rutherford Place, New York, N.Y. 10003, telephone (212) 777-4600, or from Global Education Associates, 552 Park Ave., East Orange, N.J. 07017, telephone (201) 675-1409, or may be purchased from NARMIC, c/o A.F.S.C., 1501 Cherry St., Philadelphia, PA 19102. Part I deals explicitly with the New International Economic Order (NIEO) that is the focus of discussion and debate in the "North-South Debate." Discussion questions: 1. What scenes and lines stand out from this presentation? 2. Did the presentation challenge any of your assumptions? 3. Do you think the "average American" stands to gain or lose if the demands for a New International Economic Order are implemented? How?	Slides, projector, tape player, screen

Part II-B (cont.)

Minutes	Activities	Materials
	4. What are the pluses and minuses of the multi-national corporations in the face of such issues as the growing gap between "have" and "have-not" nations, the need to transfer technology to Third World countries in order to assist their economic development, the tension between national sovereignty and global security, etc.?	
45	**Forecasts for the Year 2000 Exercise**	Worksheet #19
	Directions:	
	1. Divide into small groups of about 4.	
	2. Hand out Worksheet #19, "Forecasts for the Year 2000".	
(10)	3. Have participants complete the Worksheet individually.	
	4. Discuss individual choices and reasons for them in the small groups.	
	5. Reconvene total group. On chalkboard or on newsprint, which has been prepared ahead of time, tally the results of the individual work. Discuss issues as they arise. Note especially indications of feelings of powerlessness, i.e., when people indicate both that something will happen and yet they disagree with it, or that it will not happen, but they would agree with it. Also ask participants to indicate what effect, if any, their participation in this Institute has had on their choices.	Tally sheet
	Sample tally sheet for newsprint or chalkboard:	

Approve	Dis-approve		Will Happen	Will Not Happen
_____	_____	1	_____	_____
_____	_____	2	_____	_____
_____	_____	3	_____	_____
		etc.		

60...	**Evaluate Curriculum and Resources re: Economic and Human Development**	
	Directions:	
	1. On newsprint, brainstorm the questions and criteria you will be using to evaluate educational materials re: economic and human development.	Newsprint, etc.

Part II-B (cont.)

Minutes	Activities	Materials
	2. Individuals look through their curricular materials and write up their evaluations.	Worksheet 13
5-10	Daily evaluation	Newsprint, etc.
	Reading assignment for Day 9: Anderson, Chapter 9 and Worksheet 21, "Environment and Technology."	

PART II: PROBLEMS AND OPPORTUNITIES FOR A GLOBAL AGE

C. ENVIRONMENT

DAY 9

Goals

1. **To introduce environmental concerns within a global perspective.**
2. **To share several teaching activities that could be completed by elementary and secondary students.**
3. **To explore the functioning and implications of the hydrological cycle as one environment system.**

Objectives

Participants will:

1. Complete an acrostic of the word "environment."
2. Explain a simple model of the hydrological cycle and write a children's story based on this cycle.
3. In the simulation, brainstorm ramifications of a vital system's malfunctioning and make decisions regarding distribution of limited resources.

Minutes	Activities	Materials
5	Introduction Read excerpts from Appendix I, "Declaration of the U.N. Conference on the Human Environment," e.g., proclamations 2, 6, 7.	Appendix I
20	Acrostic Directions: 1. Individually, develop an acrostic, using the word "environment," that reflects a global perspective. 2. Post the results and have people read them quickly. Sample: Ecology Nature Vitality Interdependent Ramifications Opportunity Nourishing Movement Everybody Neighbors Transnational	Newsprint for each person

Part II-C (cont.)

Minutes	Activities	Materials
50	**Ocean: The Ultimate Sump Exercise** Procedure: Either individually or in small groups of three, have participants complete the three activities on the Worksheet. Share the results in plenary.	Worksheet #20 Newsprint
45	**Small group discussion of assignments** In groups of 6-10, discuss the following questions: (Anderson, Chapter 9, and preceeding chapters) 1. Do you have any concerns from today's assignment or recent assignments? 2. To what extent do you agree or disagree with Anderson's statement "that the historical trends discussed in the past several chapters have created a global society"? (p.318) 3. Give examples of how and when the world is viewed as: a. "a collection of isolated geographical regions supporting separate and distinct cultures" (p.321); b. "a system of nation states." 4. How do you respond to the image of the world as a "global society"? (2 characteristics: a) self-contained; b) dynamic of change internal to the system) a. What does it mean on the affective level whether or not one thinks of the world as a "society"? (The negative of this, Anderson says, involves people's associating society with a centralized government (p.333) and with "peace" and thus sentimental nonsense (p.334). What are the positive affective aspects?) 5. Respond to the supplementary reading, "Environment and Technology," Global Issues, Worksheet #21.	
15	BREAK	
60-90	**Simulation: "Teaching About Spaceship Earth"** This simulation for middle grades is printed in its entirety in Intercom 71 and can be ordered for $1.50 from Global Perspectives in Education, 218 East 18th St., N.Y., N.Y. 10003. It is suggested as an excellent exercise that treats comprehensively the global education field and that demonstrates an effective simulation for middle elementary students.	Intercom 71

Part II-C (cont.)

Minutes	Activities	Materials
	It is recommended that you do several of the activities while remaining in plenary. Have people read the setting and describe their roles. Suggested activities include Days 300, 301, and 310. Briefly report how the scenario is resolved.	
5-10	Daily evaluation	
	Assignment for Day 10: Anderson, Chapter 10	

PART II: PROBLEMS AND OPPORTUNITIES FOR A GLOBAL AGE

C. ENVIRONMENT (cont.)

DAY 10

Goals

1. To introduce the Law of the Sea negotiations as an example of the creation of new international institutions, possibly as a prelude to the evolution of a more equitable world order.

2. To introduce a third teaching strategy for dealing with alternative futures.

3. To generate criteria by which teachers will evaluate their materials in terms of the global environment, and to begin this evaluation.

Objectives

Participants will:

1. Briefly research and role play three different positions in terms of the Law of the Sea negotiations.

2. Brainstorm questions that should be raised in the next 30 years if two environmental problems are to be avoided, but from the vantage point of the year 2010.

3. Brainstorm criteria and questions by which to evaluate materials in terms of the global environment topic, and then apply these criteria to their own teaching materials.

Minutes	Activities	Materials
5	Introduction To set the day's context, you may read excerpts from an annual report on "The State of the World Environment," by the Executive Director of the U.N. Environment Programme. The report may be requested from the United Nations Environment Programme, United Nations, New York, N.Y. 10017, telephone (212) 754-8139. Two paragraphs from the 1979 report follow as examples: *The environment--defined as that outer physical and biological system in which* [humans] *and other organisms live--is a whole, albeit a complicated one with many interacting components. The wise management of that environment depends upon an understanding of those components: of its rocks, minerals, soils, and waters, of its lands and their present and potential vegetation, of its animal life and potential for livestock husbandry, and of its climate. It demands positive and realistic planning that balances human needs against the potential the environment has for meeting them.*	"State of World Environment"

Part II-C (cont.)

Minutes	Activities	Materials

The rising concern with environmental issues since the Stockholm Conference has been mainly attributed to an increasing realization of the limited carrying capacity of the environment and to the fact that [humans] ***in*** [their] ***activities to satisfy*** [their] ***needs and in*** [their] ***aspirations for further development and achieving better living conditions,*** [have] ***created an increasing number of environmental problems. Such problems could have been largely avoided through appropriate development planning and environmental management. This is, however, easy to say but rather complex to implement.***

10 Law of the Sea (LOS) Activity

1. In plenary, have participants brainstorm a web chart with "LOS" in the central circle in response to the question: "What elements or areas of concern do you think should be included in the negotiations for a Law of the Sea?" (See Appendix J for a web chart of the actual LOS negotiations.)

(90-130) 2. Role Play

a. Divide into three groups, one representing the U.S., one Uganda, and one Canada, and tell everyone whom the groups represent. — Worksheets #22 #23

b. Give each person the scenario for their respective group, a copy of the "Directions," and worksheet #23, "LOS Background Readings."

(40) c. Give each group about 40 minutes to read the materials and complete the directions.

(30-60) d. Conduct a negotiations session of the Committee of Three (all participants) in which participants present their proposals and try to achieve consensus on several of them.

(20-30) e. Debrief the role play. How did they feel as negotiators? What reactions did they have to various proposals? What other issues are before the LOS? What effects would an independent source of revenue have on the United Nations? What are some of the implications of the LOS negotiations for tomorrow's world order?

f. Hand out Worksheet #24, "Mining the Deep: who's in charge?" (continued), as take home. — Worksheet #24

15 BREAK

Part II-C (cont.)

Minutes	Activities	Materials
45-60	**Brainstorming the Year 2010 Exercise** **Because this exercise requires people to take a giant conceptual step into the future and look back on the present, this exercise generally unlocks more creative thinking on alternative futures than the exercises requiring projections from the present into the future.** **Directions:** **1. Divide into small groups of 4-5 and give each group a copy of one of the scenarios from Worksheet 25.**	Worksheet #25
(20)	**2. Instructions to participants:** **"We are now in the year 2010 and we are facing the problem described on your handout. Your task is to brainstorm questions that should have been raised back in the 1980s, 1990s, and early 2000s** that, had they been resolved, this problem would not have developed. Write these questions on newsprint."	Newsprint for each group, etc.
	3. In plenary, have two people read each problem scenario so everyone knows both scenarios. a. Ask groups to report briefly on the questions they raised. b. Choose one or more of the critical questions and ask, "What is the first step that should be taken now to see that this question gets raised effectively by the appropriate people?"	
60-90	Evaluate curriculum regarding the environment Directions: 1. On newsprint, brainstorm the questions and criteria you will be using to evaluate educational materials regarding the environment. 2. Individuals look through their curricular materials and write up their evaluations.	Participants' materials Newsprint, etc. Worksheet #13
15-20	Concluding activity (if curriculum development section is omitted) Re-do the "Views of the Future Activity" from Day 1 as a way of rounding out and bringing closure to this Institute.	
5-10	Daily evaluation Final evaluation	Newsprint, etc. Evaluation instrument, Worksheet #32

Part II-C (cont.)

Minutes	Activities	Materials

Further information on Law of the Sea

"A Guide to the New Law of the Sea," Reference Paper No. 18, Department of Public Information, Press Section, United Nations, March 1979.

Issues Before the 34th General Assembly of the United Nations, 1979-80. United Nations Association of the U.S.A., 300 East 42nd St., N.Y., N.Y. 10017, 1979.

"Soundings: Law of the Sea News and Comment," Ocean Education Project, 245 Second St., N.E., Washington, D.C. 20002.

PART III: CURRICULUM DEVELOPMENT

DAYS 11-15

Part III of this Institute was given to the development of a K-12 social studies scope and sequence statement and the initial development of units for infusing a global perspective into the existing curriculum. The process for developing the scope and sequence took 3½ days instead of the 1 day originally projected. Since the timing for such a process will depend completely on each individual setting, no times will be projected for the activities that follow.

Directions:

1. Raise the question, "What is the problem or need in our district regarding the organization of social studies K-12?" List responses on newsprint.

2. Brainstorm: "What are different ways to organize social studies K-12?" (e.g., concepts, issues or themes, expanding environments, chronologically, social studies skills, problem solving, area studies, social science disciplines...).

3. Have participants individually take the resultant list and rank order them according to what they think would be the best way for organizing social studies.

4. In order to build toward a consensus agreement on how best to organize social studies, have each individual read aloud his/her rank ordering. Then have each person pair up with a person whose first three or so rankings differed from their own. Each pair is to come to consensus on a rank ordering of the top three. Repeat this process for each growing small group (in 4s, then 8s, etc.) until general consensus has been achieved.

5. Once there is general agreement on what they consider would be the best organizing approach, compare that approach with what the district is currently doing.

SCOPE

The participants at the original Institute decided to organize their social studies curriculum around concepts. The following process was used to reach consensus on what ultimately turned out to be six major concepts (Appendix K) that could be taught K-12 and around which a core curriculum could be organized. One major value of this approach is the fact that the process was completely teacher-centered and overcame serious reservations among teachers that the school administration intended to impose a hidden agenda from above.

Directions:

1. In plenary, brainstorm in response to the question: "What social studies concepts should a student learn in this school system?"

2. Post the many pages of results on newsprint around the room.

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Part III (cont.)

3. As individuals, have participants select major concepts from the lists and subsume the minor concepts under these major ones.

4. Have individuals list their major concepts on new pieces of newsprint, post them around the room, and compare the results. Continue either plenary discussion or break into smaller groups, perhaps by grade levels, to reach consensus on the major concepts for the group.

5. Break into as many small groups as you have major concepts. Each group is to write concepts as statements.

6. Duplicate results and distribute to whole group. Discuss and refine until consensus is achieved.

SEQUENCE

Given these concepts, the existing curriculum, and the statement of their preferred way to organize the curriculum, participants next had to draft statements for a scope and sequence. The following procedure was followed:

1. Divide into grade level groupings, e.g., K-2, 3-5, 6-8, 9-12.

2. Write statements in scope and sequence format, utilizing sample statements if desired. (See Appendix L for several samples.)

3. Share statements with plenary and between grade levels as seemed appropriate both for consistency and style.

4. Celebrate the finished product!

NEW UNITS FOR INFUSING A GLOBAL PERSPECTIVE INTO EXISTING COURSES

Teachers worked individually or in small groups to create new units with a global perspective. Units usually lasted two weeks. Appendix M contains sample worksheets for developing unit and lesson plan.

WORKSHEET #1

YOUR COMMUNITY IN THE WORLD AND THE WORLD IN YOUR COMMUNITY

Name of organization_____

Address_____

_____Phone_____

Researchers_____Date_____

Person(s) Interviewed_____

Are they willing to talk to students researching similar information?

Yes_____ No_____

1. What are their foreign connections or concerns?

2. To what extent are they dependent on these foreign connections?

   To what extent interdependent?

3. How do they serve the global community?

4. How do they serve the local community?

Other comments:

Localizing International Issues: A Community Guide

The key to meeting basic human needs is the participation of individuals and communities in global problem solving. Some of the most important achievements in providing food, upgrading housing, improving human health, and tapping new energy sources will not come through highly centralized national and international efforts but through people doing more to help themselves. When those most affected by a problem assume the primary responsibility for solving it, they gain the understanding and skill to deal with broader political and economic issues of their society.

Bruce Stokes
Local Responses to Global Problems, Worldwatch Paper #17

Americans have raised to a high art the techniques of community education and citizen participation related to U.S. domestic affairs. These same techniques can be applied to global problem solving—and the moment is ripe for doing so. Whether you begin with a local problem and put it in a global perspective or take an international situation and translate it into its most local elements, the goals of community education on international issues are the same:

- to help people develop a fuller awareness and understanding of their community's place in the world;
- to create opportunities for citizens to work together on international concerns; and
- to offer an effective avenue for channeling local responses to international issues.

As more Americans become aware of their stake in participating in the decisions that determine world affairs, community education on international issues will take on increased importance. People are beginning to realize that the resources, expertise and experience necessary to engage in meaningful international programs already exist within local companies, businesses, industries and religious, civic and ethnic associations that are an integral part of community life. Knowing that people value learning from each other challenges communities to find ways to bridge the communication gap. Out of this knowledge is born a new and critical self-awareness that individuals have a responsibility and role in understanding and responding to international events because they affect the community. The key question is how to translate such increased understanding into action.

This publication presents a potpourri of successful community education programs designed and carried out by national and local organizations, foundations and universities. It begins by sharing some of the obstacles encountered and offers techniques for generating interest in and building community programs on international affairs.

A potpourri of experiences

Discovering a community's link to the world . . . raising the level of awareness within the community about the impact of international issues not only on the United States but also on the community . . . developing and motivating leadership on international issues . . . and building coalitions comprised of groups with similar international concerns—these are the key components of an effective community-based education program on international issues. The projects summarized here—Columbus in the World/The World in Columbus, The United States Stake in International Trade, the Findlay Project for International Leadership and the Ocean Resources Project of the Student Advisory Committee on International Affairs—offer a sampling of strategies and techniques for achieving these objectives. These projects are reviewed for the purpose of stimulating local thinking and action toward internationally focused programs.

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Discovering local linkages

What began in 1972 as an inventory of local international connections by the *Columbus in the World/The World in Columbus* project resulted in 1975 in the creation of the International Council of Mid Ohio, an ongoing community-based organization offering citizen information and services on international events. According to the project's founder, Chadwick F. Alger of the Mershon Center at Ohio State University, the success of the project and the council lies in its emphasis on the use of local resources. At each stage, the program has been developed in cooperation with community people, and each program is carried out through a network of community volunteers.

The first step in the project was to get information on linkages between the community and the world through surveys, interviews and observations. Next, from these materials, community reports were developed on a number of local activities with international connections, including those of voluntary organizations, the religious community, exchange programs, businesses, ethnic groups and the military. Presentations of these reports to several community groups generated interest and led to strategy meetings with the League of Women Voters of Columbus and other organizations and ultimately to the establishment of the International Council of Mid Ohio.

The Council's principle objectives are to promote and enhance the image of Columbus and central Ohio as an international community with civic, business, educational and cultural linkages to the rest of the world. The Council stimulates discussion of international issues through public forums, symposia and special events. And, by creating an environment where international affairs are integrated into community life, the Council opens opportunities for many central Ohioans with a diversity of international experience and knowledge to share their expertise with school children and others in the community. In a

Planning for community programs

Designing a community program involves certain basic organizing steps that really don't vary from issue to issue. *Above all, knowledge of your community is prerequisite to each step of the process.* With that in hand, you can set goals that are achievable and clear. Establishing a standard for measuring your program's effectiveness at the onset of the process is also recommended. If you know what you want to accomplish at the start, then you can be flexible if circumstances or resources change midway. You may also find it useful to keep a project notebook in which you record things you have done right and wrong.

The next stage of the process is to identify key problem areas within the community and then to narrow the issues into manageable proportions. This cannot, however, be done in a vacuum. Thus, you must become aware of who are the interested, important and active community leaders and involve them. A meeting to discuss problems, solutions and possible strategies, in much the same way that an advisory committee deliberates, is an excellent start.

Once your objectives are agreed upon and the issues narrowed, you can begin to design a format and plan a program. It helps to first make out a work chart that sets forth goals and objectives and then specify necessary tasks (along with facts on who will carry them out). It can't be said too often: success in a community program of any kind depends on proportioning activities to resources—and making sure that *all* resources are effectively used. Delegate responsibilities for information gathering, fundraising, publicity, establishing community liaisons and making arrangements for auditoriums, printers and travel to the most qualified and capable people. The job of a planner and manager is *not* to be a do-all; it is to find, motivate and coordinate the efforts of others

Using surveys to discover linkages

Citizens in Columbus used their community surveys and inventories of international linkages as a way to generate active leadership in international affairs, to identify and mobilize leadership within the community, to bring together a disparate network of community groups and to open the way to build ongoing programs within the community. Any community can do the same. First, you want to find out *who is involved and at what level of activity.*

- Draw up a list of sectors within the community. Organization, church and business directories, the League of Women Voters "Know Your Community" publication, the yellow pages of the telephone book and the local newspaper's community calendar are excellent places to begin the adventure.
- Identify a few of the groups within those sectors with known international connections—a business with an overseas affiliate, a church with missionaries abroad, a commercial importer—and begin telephone screening. Try to identify when the company or groups established international connections and how much time it devotes each month to maintaining this link. Use your first interviews to get leads about other groups in the community that have international dealings.
- On the basis of the telephone screening, select people for a longer, face-to-face interview. Questions at that time can be more probing: Can you briefly describe the history of your international activities? What countries do you contact most frequently? How are these contacts made and for what purpose?
- Then, survey the community for more personal, less obvious evidence of international connections. Does the local or state chamber of commerce have figures on imports and exports? Count the number of foreign cars in the supermarket parking lot. Take note of the imported clothes in your closet and the imported foods on your pantry shelf. Add up the number of ethnic restaurants in town and families with relatives living abroad. Check the library budget—what proportion of materials have an international accent? Look over local bookstores for travel, language and international affairs offerings. Also, scan the gourmet cooking section. Ask the school about data on entering students' first language. Is there a foreign student program in the local high school or college?

very practical way, the Council also helps citizens by providing internationally oriented services, including a language bank offering the translation of 60 languages, a handbook for international visitors and a published calendar of international events in central Ohio.

This pioneer effort has served as a laboratory for testing ideas on community education on international issues and has generated similar projects throughout the United States. The YMCA's nationwide effort, "Around the Corner, Around the Globe," draws on the Columbus experience, as did a recent project conducted by the American Field Service in high schools across the country. Other projects modeled on the Columbus experience have been undertaken in states and cities such as Indiana, Illinois, Kentucky, Milwaukee and San Diego.

Helping others perceive the community's involvement

The 1979-80 League of Women Voters Education Fund's (LWVEF) nationwide trade education project, *The United States' Stake in International Trade*, actively involved state Leagues throughout the country in an education project that traced the impact of international trade on state and local economies as a means of raising the level of the community's international awareness. While the project was initiated at the national level, the individual projects were designed and carried out by the state Leagues.

League project directors sought ideas for project designs from local business, agriculture, consumer, government and labor leaders. Through interviews with these practitioners, important local and national trade issues were revealed and gaps in information unfolded. On the basis of this initial community awareness survey, project directors determined the focus of their trade education projects, identified target audiences and set out to mesh time, resources and ideas into a community project.

Strategies varied from state to state: some organized public meetings, conferences and workshops for the public, school teachers and students; others focused on the media—radio, television and newspapers; and several put their production talents to work on slide show presentations. For example, a tour of the port in Wilmington, Delaware, proved to be a successful lure to a day-long conference on trade issues. And, throughout the state of Washington, restaurant diners are dripping ketchup on placemats designed by the League of Women Voters to illustrate the importance of trade on the state's economy.

Many of the projects contained several components, as in the case of Tennessee where a kind of "dragnet" approach targeted three audiences: the general public, school children and travelers. A committee of eight organized a forum to which 250 people came to hear state business, farm, banking, labor and government representatives discuss the effect of trade on the economy. Looking to the "decision makers of the future," the committee prepared a social studies unit on international trade for junior and high school classes and initiated a poster contest with the theme of "International Trade: Tennessee's Window on the World." The winning posters were, in turn, integrated into the third component of the project: a 25x7-foot display case for the metropolitan airport.

In many areas, the League-sponsored trade education project stimulated interest and enthusiasm for continuing community forums on trade-related issues. By appealing to the concerns of the community through these projects, the League has sought to raise public awareness of the impact of one important international issue and attempted to open the door for others.

Choosing a topic or theme

Demonstrating the effect of specific issues on people's daily lives is the most direct and effective way to broaden perspectives and create an environment in which people will respond and become involved. Therefore, the issue under study is critical to the success of your endeavor.

- Seek advice from local businesses, organizations, churches and others within the community about issues of concern to them. Interviews offer the opportunity to pursue issues in depth and generate enthusiasm for whatever project you eventually undertake.
- Look in recent studies and reports (some examples are listed in the Resources section) for issues that are relevant to your community, and also check newspaper headlines and editorial columns for topics that are receiving attention in your area. You might have to read between the lines; frequently the international connections won't jump out at you. For example, trade is an ideal subject area because it involves business, industry, consumers, farmers and labor groups. Environmental pollution, food production and distribution, jobs and the growth of cities are also subject areas with local and international connections. And, remember that a wide range of topics can be tied to the United Nations.
- Don't shy away from controversy, but aim to be objective and impartial in the organizing stages and in implementing the project.

Boosting local leadership

The Findlay Project for International Awareness, a community-based exercise in world affairs sponsored by the Kettering Foundation, was designed to raise the international awareness of local leaders through direct experience in a foreign environment so that they might, in turn, raise the general level of international awareness within Findlay, a northwestern Ohio town.

Fifteen local leaders representing a broad range of interest groups were carefully selected by other community leaders for a two-year commitment to the project that included intensive preparatory study, a three-week trip to East Africa and follow-up community education activities. The 15 leaders who took part in the project included a minister, media representatives, business executives and school and college personnel.

Having experienced first hand what it is like to live in a poor rural village, the "Findlay 15" returned home to plan and conduct a series of

Utilizing local resources

Developing and motivating leadership is at the crux of citizen participation efforts on all issues—domestic and international—and at all levels of activity—local, state and national. Sharing concerns and personalizing involvement go a long way toward attaining strong and effective leadership, but the means to that end may not be so clear.

- Scan your community for people or organizations with varying levels of foreign contact: people who travel for business or pleasure, churches with foreign missions, military with foreign service experience, ethnic groups with ties overseas, professionals and students schooled abroad, high school exchange students and former Peace Corps volunteers. Organize an informal get-together to share different experiences. Entice locals to participate in these sessions by spicing up your program. For example, as a lead-in to a discussion on world agricultural and hunger issues, you might feature a buffet of international foods. Or, use a colorful slide show to compare foreign cities to your own.
- Find out how to get involved in an exchange program—as a traveler or as a host family. Or consider the possibility of organizing a charter flight for people from the area.
- Establish a "sister city" relationship with a city overseas.
- Become a local coordinator for the Foreign Policy Association's "Great Decisions" discussion program. Great Decisions is sponsored locally by hundreds of affiliates of national organizations and by community organizations, colleges and universities. (See Resources section for more details.)
- Work with high schools to establish, revitalize or strengthen "Model United Nations" clubs, American Field Service groups or language and culture classes.
- Become a CO-ACTION participant. Through contributions to CO-ACTION, a United Nations Educational, Scientific and Cultural Organization (UNESCO) cooperative action program, you can have a direct link with recipients of UNESCO self-help project funds. (For information, write: UNESCO Office, Room 240 1E, United Nations, B.P. 20 Grand Central, New York, NY 10017.)

local programs on global issues in order to help share their experiences and discuss their new awareness. A sample of the activities undertaken included: reports to service clubs and churches, newspaper articles and series, local radio and cable television broadcasts, teachers' workshops and a booth highlighting global issues set up at the local fair. In addition, with the project as a catalyst, a Ghanaian exchange teacher was hired for full-time duties in the school system, an international reading room was opened at the public library and a series of breakfast meetings on international topics was initiated by Findlay College. Professional surveys taken in Findlay throughout the two-year project indicate that these activities did have a measurable effect.

Project organizers estimate that over 50,000 people were reached in Findlay and the surrounding area through the experiences and follow-up efforts of the 15 participants, thereby making the cost of the Findlay Project approximately $1.00 per person reached.

Bringing people together

The Ocean Resources Project for the Bay Area, organized in the summer of 1973, sought to develop community awareness about the issues relating to ocean use, development and management and the forum where these issues would be debated—The UN Law of the Sea Conference. Rather than proposing a new organization for the community, the Ocean Resources Project leaders decided to build on existing constituencies by establishing a coalition that would include a cross section of established interest groups.

After identifying local interest groups as potential members, they convened a meeting to discuss the possibilities of future joint activities. This exploratory meeting exposed the project organizers to most of the main-line groups and their concerns, but did not result in any decision to work together. With this background information, the project organizers sought more information and ideas for outreach.

Five months later, another meeting of the interest groups was organized to discuss substantive issues related to the increased application of new ocean technology and the present and future effects of this technology on ocean life and mineral resources. Finding the topics too complex to handle at a single session, the group decided on a series of forums to address the issues. Thus, as a result of that meeting, an active coalition of community organizations willing to devote their collective energies to the preparation of a major education campaign was established. Working with existing local organizations facilitated communication and outreach without creating a new organization.

Coalition building

Community advisors have found truth in the adage, "There is strength in numbers." The more groups that get involved in an activity, the more volunteers there are to do the leg work, the greater the access to funds and the broader the citizen outreach possibilities. But, building coalitions can be a tricky proposition, so it should be approached cautiously.

- Do your homework. Discover who is involved in community efforts focusing on international concerns and who has interests in a particular topic. It might also help to do a little digging to unearth a once-active coalition that needs only to be reactivated or the roots of one that just didn't develop. Find out the source of the group's failure. Personality clashes you should know about? Conflicts of goals? Priority problems? Lack of funding?
- Develop a strategy for bringing people together. Remember, because of the fragmentation among groups within communities, the most important and useful thing that any organization can do is find ways to increase communication among people. One of the best ways of achieving this goal is to bring people together to discuss common concerns.
- Let the group determine if a coalition should be formed and, if so, what form it should take: ad hoc or permanent; headed by an elected or revolving chair; open to general or specific membership; devoted to citizen education or action.

Resources

Community-based project summaries

The United States' Stake in International Trade, a final report by the League of Women Voters Education Fund, 1980. (LWVEF, International Relations Department, 1730 M Street, NW, Washington, DC 20036, $5.00.)

The Findlay Story, an occasional paper of the International Affairs Program of the Charles F. Kettering Foundation, 1979 (Kettering Foundation, 5335 Far Hills Avenue, Dayton, OH 45429.)

Transnational Dialogues on Food and Development Issues, a public education project for American civic leaders, cosponsored by the Overseas Development Council and the Kettering Foundation, 1978. (Kettering Foundation, address above.)

A World of Cities or Good Foreign Policies Begin at Home, a report to the Kettering Foundation, 1976. (Available from the Mershon Center, the Ohio State University, 199 W. 10th Ave., Columbus, Ohio, 43201.) Also, see Chadwick F. Alger, "Foreign Policies of United States Publics," *International Studies Quarterly*, 21 (2) June 1977.

Organizing for Community Education on International Issues, Grif Lesher, Editor, 1975. A summary and analysis of five community education programs conducted in the mid 1970s. (Carnegie Endowment for International Peace, 11 DuPont Circle, NW, Suite 900, Washington, DC 20036, $2.00.)

Women and World Issues Workshop Series, Overseas Education Fund. Project reports will cover workshops to be held in 1980-81 in Austin, Texas, Los Angeles, California, Portland, Oregon, Phoenix, Arizona and Rochester, New York. (OEF, 2102 L Street, NW, Washington, DC 20037.)

The World Affairs Activities Newsletter, Society for Citizen Education in World Affairs. Describes world affairs education activities, recent publications and reports on international events and covers news from World Affairs Councils (Richard Heggie, World Affairs Council of Northern California, 312 Sutter Street, San Francisco, CA 94108.)

How-to's for community projects

A "How-To" Manual on Conducting A Community Inventory, Young Men's Christian Association, 1979. Milwaukee's adaptation of the Columbus in the World inventory technique. (Office of the International Division, YMCA, 291

World hunger: what you can do

Food is one of the most basic and compelling issues for citizen education programs on international issues. An outline of activities related to this issue taken from the abridged version of The Presidential Commission on World Hunger *report, "Overcoming World Hunger: The Challenge Ahead," is reprinted in part below.*

What you can do as a concerned citizen

Join a community group that is doing something about hunger at home or abroad such as a neighborhood organization, a civic group, a church group, or an advocacy group for a specific program such as School Lunch. *Who's Involved in Hunger* is available for purchase from World Hunger Education Service, 2000 P St., NW, Washington, DC 20036.

Find out what resources your library has on world hunger and ideas about how to end it. Find out what resources your school libraries have for different ages. Recommend additional resources.

Ask your school officials to include programs on world hunger in their own professional meetings and in assemblies for students.

Meet with local officials to find out about hunger in your community, what programs are available, what the problems are. Ask what local government is doing to end hunger.

Visit local programs to see how they work. Talk with administrators of programs to find out what progress is being made and what the problems are. Some programs you may want to see in action are: Food Stamps; School Lunch and Breakfast; Women, Infants and Children; and Meals on Wheels.

Find out if local businesses have non-profit foundations that could fund educational activities on world hunger, such as public meetings, seminar series, or action projects.

Ask your senators and representatives what they are doing to end hunger at home and abroad. Ask if they have read the Report of the Presidential Commission on World Hunger and what views they have on the Report's recommendations. Ask for legislation that has been introduced to become informed about the issues.

Ask local editors to include world hunger issues in the newspaper, on the radio and on local television. Offer to provide information or to be a guest on a program.

Broadway, New York, NY 10007.)

Indy and the World: The Newspaper in the Classroom, Indianapolis Star and the *Indianapolis News*, 1978. A guide on how to read between the lines of the newspaper for facts about a community's links to international events. (*The Star*, 307 North Pennsylvania St., Indianapolis, IN 46206.)

Indiana in the World, Department of Public Instruction, 1980. A handbook containing activities and strategies for identifying and using resources, expertise and instructional materials available in local communities to learn about and participate in global affairs. (Division of Curriculum, Room 229, State House, Indianapolis, IN 46204.)

The Politics of Change: Goals, Conflict and Power in the Community, LWVEF, 1972. Looking at the community, identifying goals, conducting polls and surveys and choosing an issue are all covered in this handy manual. (LWVEF, 1730 M Street, NW, Washington, DC 20036, Pub. No. 107, 50¢.)

Bring Home the World, Stephen Rhinesmith, 1975. A management guide for community leaders with suggestions for how to make the most of foreign travel by turning it into a learning experience for the whole community. (The Bridge Bookstore, 1800 Pontiac, Denver, CO 80220, $6.70.)

Made in USA: Project Ethnic Heritage, American Field Service, 1980. A set of five filmstrip/cassette units and activity/discussion guides to be used by any group eager to learn more about its ethnic heritage. (AFS, The Program Department, 313 East 43rd St., New York, NY 10017.)

UNA-USA Program Manual, UNA-USA, 1980. A comprehensive guide with "how-to" and substantive information for planning and carrying out programs on the UN and UN-related topics. (UNA-USA, 300 East 42nd St., New York, NY 10017, $3.00 plus $1.00 postage.)

School Improvement Through Global Education, Charles F. Kettering Foundation, 1979. A series of manuals, including "A Guide to Four Essential Themes," "A Consensus and Diversity Workshop," and "An Implementation Guide." (5335 Far Hills Ave., Dayton, OH 45429.)

Global issues reports and surveys

Local Responses to Global Problems: A Key to Meeting Basic Human Needs, Bruce Stokes, *Worldwatch Paper #17*, 1978. Discusses food, housing and energy needs being tackled at the local level in countries such as the United States, India and China. (Worldwatch Institute, 1776 Massachusetts Ave., NW, Washington, DC 20036, $2.00.) Annual subscriptions to the Worldwatch Series (eight to ten/year) can be obtained for $25.00. The first of the 1981 series, *Helping Ourselves: Local Solutions to Global Problems*, will be published in Spring 1981.

Building Global Perspectives, League of Women Voters of the United States, 1979. An idea guide for community international education programs with suggestions for programs that cut across domestic and international issues. (LWVUS, 1730 M St., NW, Washington, DC 20036, Pub. #615, 50¢.)

Great Decisions, 1981, Foreign Policy Association. A nationwide community discussion program covering eight foreign policy topics. (FPA, 205 Lexington Ave., New York, NY 10016, $5.00 plus 60¢ postage for book, $1.00 for *Discussion Leader's Guide.)*

Issues Before the UN General Assembly, United Nations Association. An annual survey of the UN's agenda. (UNA-USA, 300 East 43rd St., New York, NY 10017, $7.00.) Ask for a publications list.

Overcoming World Hunger: The Challenge Ahead, Presidential Commission on World Hunger, 1980. Review and recommendations on U.S. food policy. (U.S. Government Printing Office, Washington, DC 20402, $6.00.)

Global 2000 Report to the President: Entering the Twenty-first Century. The U.S. Council on Environmental Quality and the Department of State, 1980. A report on population, food, and environmental trends and their impact on global resources. (U.S. Government Printing Office, Summary Report, Vol. I (SIN 14-011-0037-8), Superintendent of Documents, Washington, DC 20402, $3.50, full report to be printed by Pergamon Press, available at bookstores.)

North and South: A Program for Survival, The Independent Commission on International Development Issues (The Brandt Commission), 1980. The recommendations of the commission, an independent panel of leaders, regarding development issues, including food, population, disarmament, energy and world finance. (MIT Press, Cambridge, MA 02142 and bookstores, $4.95.)

The United States and World Development: Agenda 1980, The Overseas Development Council, 1980. An update of development issues with exhaustive statistical appendices. (ODC, 1717 Massachusetts Ave., NW, Washington, DC 20036, $6.95.)

Intercultural exchanges

Friendship Force, 575 South Omni International, Atlanta, GA 30303, Wayne Smith, President.
Friendship Force is a city-to-city exchange lasting 10-14 days. Participants are lodged in the private homes of citizens with similar occupations or interests. Each exchange is divided into two equal home-visit phases. Friendship Force is committed to one single goal: to create an environment for the establishment of friendships. More than 50 exchanges have been completed.

National Council for International Visitors (NCIV), Meridian House, 1630 Crescent Place NW, Washington, DC 20009, Robert A. Alyward, Executive Director.
NCIV is a council of 94 local organizations and institutions that receive and serve short-term international visitors in their communities. Community assistance may include professional appointments, interpretive sightseeing, language aid, home hospitality and field trips.

Partners of the Americas, 2001 S St., NW, Suite 502, Washington, DC 20009, Alan A. Rubin, President.
Partners of the Americas is a private voluntary organization committed to fostering a closer relationship between the people of the U.S. and Latin America through technical and cultural exchanges in agriculture, public health, culture, rehabilitation, community development, sports, education and other areas of hemispheric development. Currently the program exists in 43 states and 21 Latin American countries.

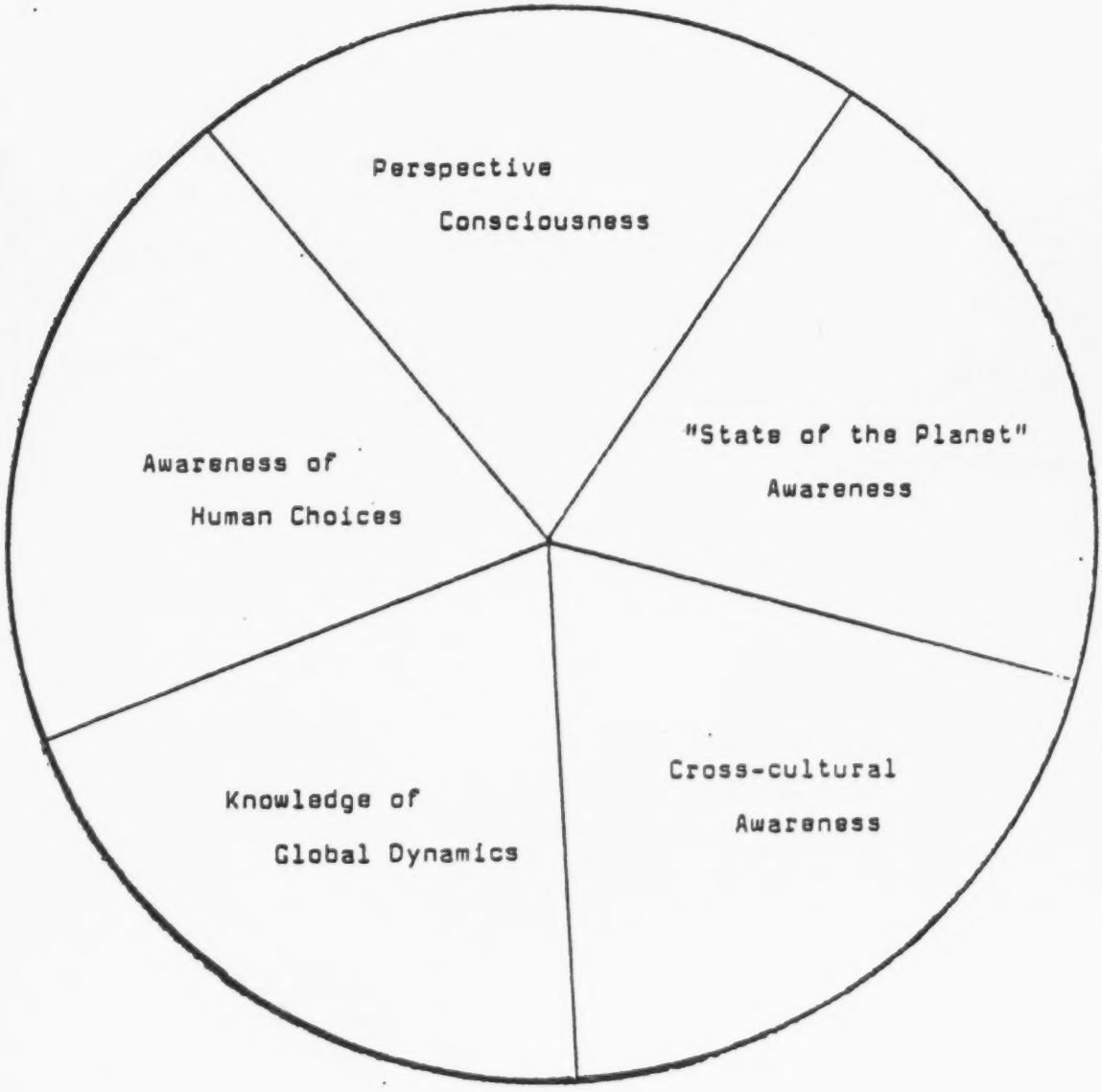
People-to-People International, 2440 Pershing Rd., G-30, Kansas City, MO 64108, James T. Doty, President.
People-to-People is an organization of private citizens who communicate voluntarily with people of other countries through letters, travel abroad and community activities. International committees have been established in 23 countries in addition to the U.S., and classroom and school communication exchanges have been set up with more than 100 countries.

Sister Cities International, 1625 Eye St., NW, Suite 424-426, Washington, DC 20006, Thomas W. Gittins, Executive Vice President.
Sister Cities seeks to affiliate cities in the U.S. with cities in other nations, in hopes that each city-to-city contact will encourage better international understanding in the fields of education, culture, economics, and social relationships. More than 625 American cities are affiliated with foreign cities in 77 nations.

Researched and written by Laureen E. Andrews, International Relations Department Director, LWVEF. Research and production costs have been met by a grant from the Charles Stewart Mott Foundation to the League of Women Voters Education Fund.

Order from League of Women Voters of the United States, 1730 M Street, NW, Washington, DC 20036. Pub. No. 525. 35¢

A GLOBAL PERSPECTIVE



global educator

a tri-weekly letter for professionals in international/global education

So you're in favor of a global perspective. Okay, but which one?

A Profusion of Global Perspectives

Among those who identify themselves with the somewhat inchoate movement known as global education it is common to speak of the need for a "global perspective." For some in the movement the broad acquisition of such an outlook is seen as the primary goal. The premise is that the general population lacks basic information about world affairs, doesn't understand or properly respect other cultures and fails to appreciate the interactive dynamics, the "interdependence," of life on the planet. Further it is assumed that these deficiencies of understanding distort national policies and threaten long-term human welfare.

The deficiencies of understanding seem real enough. But while remedies are being designed it might be well for educators to remind themselves that in this society and others there are various conceptions of the global situation, various notions of what the public should understand and various strategies for operating in the global arena. Educators must face up to a profusion of global outlooks.

At the moment, global education in the U.S. is characterized by a particular configuration of problem-definitions, goals and attitudes. In general the orientation is transnational rather than pro-national, altruistic and compassionate, respectful of cultural differences, system-sensitive, peace-seeking, environment-protecting, technophobic and future-fearful.

To those who promote it, the orientation seems both virtuous and rational. But any perspective carries burdens. The honoring of certain values means that other values are neglected; attention to selected phenomena means that other phenomena are ignored. For example, while there is much attention to the phenomenon of "interdependence" there is almost no attention to the phenomenon of dependency. Yet this is an important

reality in the world. Many countries that were once capable of feeding themselves have lost that capability — and not only through historical accident. It has been in the interests of some nations and some corporations to create and nurture that dependency.

And then there is the question of what we teach about other cultures. Does a sometimes sentimental respect for the traditions of other societies blind us to more significant cultural practices of the present? The political culture of Argentina currently allows the security forces to arrange the "disappearance" of the regime's adversaries. Should students in world cultures courses be learning about such contemporary pathologies?

These two examples are essentially technical complaints. They fall well within the range of values that global educators tend to support. But there are other views that diverge more profoundly from the central tendencies of the global education movement.

These other outlooks are not trivial. They represent major philosophical and practical positions, each with its own distinctive interpretation of problems faced, strengths possessed, opportunities available, future preferred.

Certain of these alternative positions may deserve a place in global education programs. They deserve, at the least, a hearing. Toward that end the following brief review of three alternative global outlooks.

#1 The World as a Market

One way to look at the world is as an underexploited market. There is some evidence that the American business community does not sufficiently sense the opportunity for foreign sales. Multinationals aside, American business has not been export-minded. Government agencies and business councils hold hundreds of seminars annually in the effort to convince companies to enter the international market. This effort meets surprising resistance. For one thing the American domestic market is huge; most companies find it sufficient. For another, export seems to add just another layer of paperwork and licensing.

But there are success stories. Petrogen is a small family-owned firm in Richmond, California. Ten employees. The company makes a cutting torch that uses gasoline rather than acetylene. Such a torch is useful in developing countries where acetylene is expensive or scarce. But even a highly useful product needs selling — and that means local sales agents in foreign countries. Enter the U.S. Department of Commerce and its

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Agent Distributor Service. Working with USDC's San Francisco office Petrogen located agents in 45 countries. Today 75% of its sales are foreign sales.

There is, then, an effort to educate American companies about export opportunities — and to help those companies that decide to venture abroad. It could be argued that there is need for a more general educational effort. Perhaps the American public as a whole must be made aware of just how vital foreign sales are to the health of the economy.

#2 The World as Economic Threat

Labor unions look out at the world and see trouble. Last summer the following comment appeared in the *Typographical Journal*:

> . . . a member of the (Los Angeles) typographical local has been bringing to everyone's attention the fact that more and more printing is leaving (the U.S. and Canada) and returning as finished products. In 1978 $508,900,000 in printed matter was imported into the United states . . . This is a serious matter which should be pursued by all organized labor . . . It is also true the world is shrinking and the printer in Taiwan is a craft colleague, but . . . we must make it clear to all that if domestic workers are denied employment in favor of underpaid and exploited overseas workers we . . . will not participate in our own destruction. . .

The labor unions are not alone in their worries. The anxiety is pervasive in the older industrial countries. In early March of this year Sweden held an unusual conference. Participants came from the U.K., Germany, the Netherlands, Belgium and the U.S. to discuss the problem of competition from the new industrial countries.

> Now that the process of acquiring manufacturing capacity is no longer measured in decades or generations, it is possible for an advanced developing country to industrialize a sector of its economy and enter its output in competition in the world market. As a result, international patterns of production and trade are changing rapidly. . .
>
> . . . a scholar from the U.K. argued that history is against the Western industrialized countries. The new countries are acquiring skills, the quality of their capital is often better and they grow faster; their advancement leaves the older countries with a comparative advantage only in very high technology where, unfortunately, room for growth and employment is limited.

#3 A World at War

One can look out at the world and see economic opportunity. One can look out at the world and see economic competition. One can also look out at the world and see a battlefield, a bloody ground on which two powerful adversaries have been locked in mortal struggle for 35 years.

In this view the key fact of our times is not economic distress. The key fact is that we are at war. Unannounced war. The adversary is an expansionist power with both the ambition and the credible means to dominate the world. Whether or not the public fully understands, the West is fighting for its life.

Those who argue this position believe that a serious misperception flaws our policies and weakens our will. The misperception is that the Soviet Union is simply a competitor. Norman Podhoretz writes in *The Present Danger*:

> One would think from most of what has been said in recent months that the Soviet Union is a nation like any other, with which we are in competition . . . The Soviet Union is not a nation like any other. It is a revolutionary state, exactly as Hitler's Germany was, in the sense that it wishes to create a new international order in which it would be the dominant power . . . In such an order there would be no more room for any of the freedoms . . . we now enjoy than there is at this moment within the Soviet Union, or any of the other Community countries. . .
>
> To this day there is not a single Communist country in the world in which even the mildest criticism of the government . . . is permitted . . . Soviet citizens (cannot) speak their minds in public, let alone organize politically, without being exiled or thrown into jails or insane asylums where they are "cured" of their irrational ideas . . .

In the light of this analysis the Soviet Union is not simply a culturally-different competitor. It is a malignancy that threatens the very existence of the western democracies. Those who hold this view would argue that the first task of global education is to correctly describe the pathological nature of Soviet society and Soviet intention. In order to control a malignancy you must first identify it as such.

Each of the above perspectives describes a different world. Each implies the need for a different educational program. In common, though, the three examples diverge from the central values of the global education movement by strongly asserting the legitimacy of self-interest. That assertion deserves attention — and discussion.

NOTES

The story of the Petrogen Company is told in the October 22, 1979 issue of *Business America*, published by the U.S. Department of Commerce

The quote from the *Typographical Journal* appeared in the July 1980 issue.

The March conference in Stockholm was reported in Earl Cheit's column in the March 22 1981 edition of the *Los Angeles Times*.

Norman Podhoretz' *The Present Danger* (Simon & Schuster, 1980) is short (101 pages) and pungently written. It's based on a talk he gave to the Council on Foreign Relations in Washington. Podhoretz is editor of *Commentary* magazine

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DISCONTINUED PUBLICATION

WORKSHEET #3

ANALYZING HOW SYSTEMS CHANGE

The system to be analyzed:

1. List the major parts of this system.

   a. What are some of the obvious functions (purposes and connections) of these major parts?

   b. What are some of the hidden functions of these major parts?

2. Describe positive feedback for this system. (Positive feedback is an "effect" that loops back and reinforces the direction and momentum of the system's operation.)

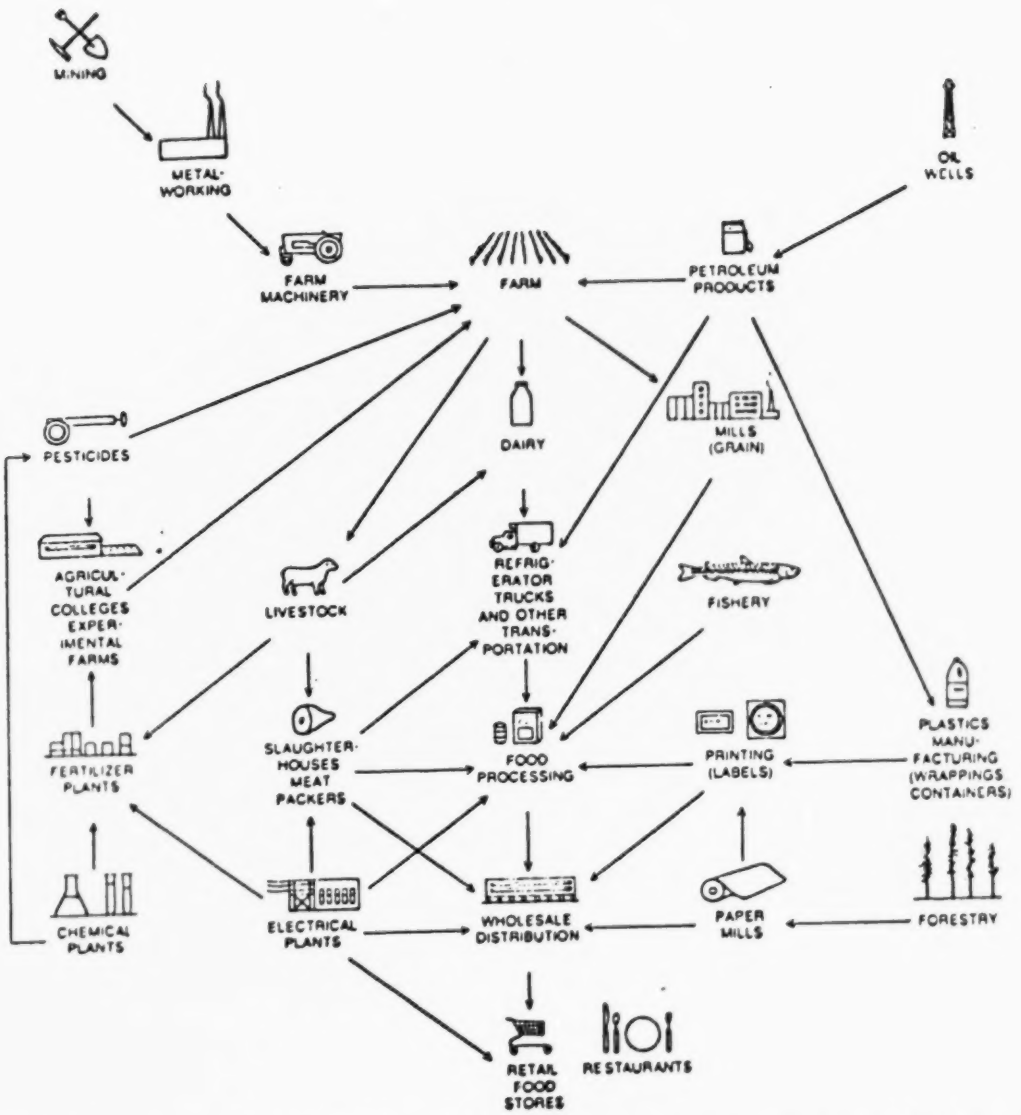
3. Describe negative feedback for this trend. (Negative feedback is an "effect" that loops back and alters the direction and momentum of the system's operation.)

4. What are the ramifications of this system's operation?

5. What are some of the unanticipated consequences of this system's operation?

Based on Robert G. Hanvey, "An Attainable Global Perspective." Global Perspectives in Education, Inc., 218 E. 18th St., New York, N.Y. 10003.

AGRIBUSINESS



Reprinted from "The Agriculture of the U. S." by Earl O. Heady in *Scientific American* (September 1976): 121-122. Used by permission.

EVALUATING PROPOSED SOLUTIONS

Directions:

Supply additional arguments in favor of and against each solution below. Then evaluate the three solutions for the purpose of choosing that one which is most likely to bring about the kind of world that you personally would prefer to live in in the future. Be prepared to identify those factors which have persuaded you to your point of view.

ISSUE: POLICIES ON ARMAMENTS

Solution A: Continue the arms race

Arguments for:

1. A nation's strength in all kinds of weapons is the only real security it has against attack.
2.
3.
4.

Arguments against:

1. Accidents with nuclear, chemical, biological, or radiological weapons would be disastrous.
2.
3.
4.

Solution B: Limit the Arms Race

Arguments for:

1. Keeps weapons in control of more responsible nations, in that they would have the most to lose.
2.
3.
4.

Arguments against:

1. Possibility of nuclear war remains.

2.

3.

4.

Solution C: Armaments placed under the control of an international peacekeeping organization.

Arguments for:

1. Security of world shared by all nations.

2.

3.

4.

Arguments against:

1. Nations can still secretly develop weapons and use them suddenly.

2.

3.

4.

Solution D: Your proposal:

From: WAR AND WAR PREVENTION, by J. & R. Moore. Hayden Book Co., Rochelle Park, N.J., 1974.

ABRAHAM MASLOW

Meta Needs
Basic Needs

6. Self-actualization needs: These are the highest needs, as Maslow considers them. They involve the needs for recognition and for aesthetic reality. Persons have a strong desire and a need to know and understand, not only themselves but the world about them.

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5. Self-esteem needs: Persons want to feel that they are worthwhile, that they can master something of their own environment, that they have a competence and an independence and a freedom and a feeling of being recognized for some kind of endeavor.

---

4. Love needs: Persons have always had and will have the desire to love someone else and to be loved in return.

---

3. Belongingness: Needs for belonging are the first of the higher-order needs. Maslow means that the human personality wants security. The human being wants to be somebody, even though it is in a small group.

---

2. Safety needs: Using children as an example, Maslow finds that they have a desire for freedom from fear and insecurity. Safety needs relate to the avoiding of harmful or painful incidents.

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1. Physiological needs: These are needs for air, food, water, and physical comfort which must be met before the other needs can be satisfied.

Self-Actualization: Order - Simplicity - Playfulness - Completeness, Aliveness - Transcendence - Uniqueness - Unity - Peace - Justice - Beauty - Goodness - Truth - Perfection - Effortlessness - Richness

LAWRENCE KOHLBERG

C Post-Conventional
B Conventional
A Pre-Conventional

6. Universal, ethical principles: Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality and consistency.

C 5. Human rights and welfare: The social contract, legalistic orientation, generally with utilitarian overtones. Right action tends to be defined in terms of general individual rights and standards which have been critically examined and agreed upon by the whole society.

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4. Respect for social order: There is orientation toward authority, fixed rules, and the maintenance of the social order. Right behavior consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.

B 3. The interpersonal concordance or "good boy - good girl" orientation. Good behavior is that which pleases or helps others and is approved by them. There is much conformity to stereotypical images of what is majority or "natural" behavior.

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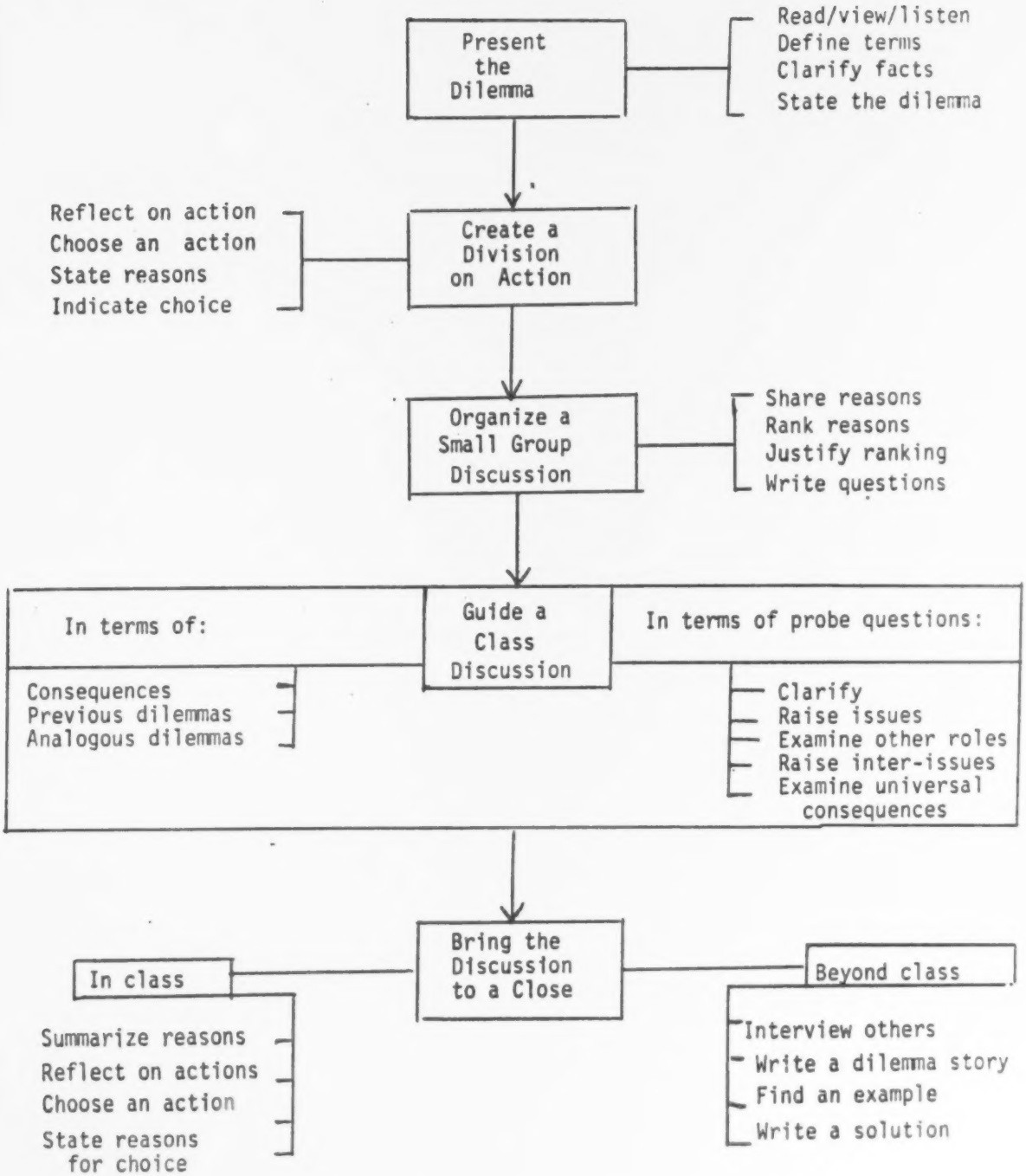
2. The instrumental-relativist orientation. Right action consists of that which instrumentally satisfies one's own needs and occasionally the needs of others. Human relations are viewed in terms like those of the market place.

A 1. The punishment and obedience orientation. The physical consequences of action determine its goodness or badness regardless of the human meaning or value of these consequences. Avoidance of punishment and unquestioning deference to power are valued in their own right.

TEACHING ABOUT A MORAL DILEMMA



QUICK DECISIONS SCENARIOS

1. You have told a colleague that even though the State would be giving only a few mini-grants this year, you were going to apply, and you described the project to her. You have just learned that your colleague subsequently submitted a proposal on her own that sounded like an elaboration of your idea. What will you do?

2. Students have come to the faculty meeting to demand smoking areas for students in the high school. Part of their rationale is the smoke in the faculty room. How will you respond?

3. Your neighbor to the left has piled discarded building materials next to his garage. You come out of your door and hear an angry argument between that neighbor and the neighbor on the other side of him, who is accusing him of depreciating his property value. What will you do?

4. The Saudi Arabian government announces that in solidarity with the Palestinian cause, it will refuse to sell oil to countries that provide economic and military aid to Israel. How should the U.S. government respond?

A SUMMARY OF CONFLICT MANAGEMENT STRATEGIES

1. Negotiating - children talk about their position in the conflict and discuss what might be done about it.

2. Compromising - both parties give up something to resolve conflict.

3. Taking Turns - one individual goes first and the other second.

4. Active Listening - perceiving what the other individual is saying and also feeding it back accurately.

5. Threat-Free Explanation - an individual communicates his/her position in a conflict without threatening the other person.

6. Apologizing - saying you are sorry without necessarily saying you are wrong.

7. Soliciting Intervention - seeking consultation or help when the issue is too complex or heavy to handle.

8. Postponing - individuals agree to wait for a more appropriate time to handle the situation.

9. Distracting - calling attention to something else as a way of de-fusing the conflict.

10. Abandoning - moving away from a situation which cannot be dealt with.

11. Exaggerating - children role play an exaggerated interpretation of the issue.

12. Humor - the angry feelings associated with conflict are diffused in some humorous and constructive way.

13. Chance - a technique such as flipping a coin is used to decide a conflict.

14. Sharing - the individuals decide to share for the benefit of both.

NOTE: The above 14 strategies are considered to be primarily positive. The following strategies are often used by children and in some cases may meet the needs of the child. However, these three approaches have many negative consequences. Whenever possible, their use has been discouraged in this curriculum.

15. Violence - verbal or physical abuse is used as a means of dealing with conflict.

16. Flight - an individual retreats internally or physically, leaving a conflict when he/she should have worked it through.

17. Tattling - an individual attempts to enlist others to handle conflicts for them.

Taken from: Uvaldo Palomares and Ben Logan. A Curriculum on Conflict Management, Human Development Training Institute, La Mesa, CA.

CONFLICT RESOLUTION - STORY COMPLETION

The year is 1870. Scattered groups of homesteaders had started ranches in the valley, joined by others as word about the lushness of the land spread. They lived peacefully together for a time. Neighbors helped each other get started and could be trusted for help in emergency.

Then silver was discovered in the mountains encircling the valley. The secret couldn't be kept quiet, and soon prospectors came flooding in. The peace of the valley was shattered. It became the launching point for trips into the hills. Boom towns developed, but even these weren't as bad for the ranchers as what followed.

Cattle started dying mysteriously in one section of the valley. It was an area watered by a stream flowing from the hills where mining was heaviest. There became no doubt. Cattle were dying from drinking contaminated water. Ranchers got together to decide what to do. They knew the miners wouldn't agree easily to stop polluting the stream. Some ranchers wanted to make a raid on the mining camp immediately. Others urged caution -- a ranchers vs. miners war could easily start. The debate continued. What should they do? Was there any way to end the conflict peaceably?

Write or outline endings to this story that would resolve the conflict between the ranchers and miners in each of the following ways:

A. A WIN-LOSE SITUATION - one side wins and the other loses.

B. COMPROMISE - each side agrees to give up something to resolve the conflict. Neither side gets all they want -- nor loses all.

C. COOPERATION - the two sides agree to work together for a common goal.

From: Andrea B. Karls, Center for Global Perspectives. Printed in "Ways and Means," Institute for World Order, May 1974.

A MODEL FOR ANALYZING CONFLICT SITUATIONS IN U.S. HISTORY COURSES

Key Questions	Conflict Situations
1. What issues started or signaled conflict?	
2. What decisions or events made things worse?	
3. Were any attempts made at compromise? With what results?	
4. How was the conflict expressed?	
5. What methods were available to solve the dispute without violence? Were any of these tried? Did they succeed or fail? For what reasons?	
6. If violence occurred, why do you think nonviolent solutions were abandoned?	
7. How was the conflict resolved?	
8. If violence was involved in settling the dispute, did this lead to new conflicts?	

Adapted from David C. King, "Conflict and Change: Themes for U.S. History," INTERCOM #76: Center for Global Perspectives, 218 East 18th Street, New York, N.Y. 10003.

Parallel, and many others (see Chapter 5), are a stimulating and informative vehicle. Teachers may use an inquiry approach in drawing upon the student's own personal experiences. Such an inquiry might begin with questions like, "How do fights (or a particular fight) begin? Were the issues of the fight largely realistic or nonrealistic? Etc."

A useful technique is suggested by Andrew M. Scott in *The Functioning of the International Political System.* As the title indicates, the Scott book is concerned with international conflict, but it has application for other levels of conflict as well. He uses a number of scales for analyzing conflict, some of which are included below, along with others. Teachers will doubtless discover other scales that might be used. The list provided here is not intended to be exhaustive.

The teacher—or, even better, the students—should identify some conflict. It could be one familiar to the students from firsthand experience; for example, between groups in the school or community. It could be at the national level between racial groups, labor-management, the sexes, political parties, the young and adults, etc. It could be at the international level—between Catholics and Protestants in Ireland, Israel and Arab nations, the United States and the Soviet Union, etc. Or, it could be an imaginary conflict devised by the teacher or students. In the latter case, especially, there is the further possibility of having students role-play the two sides. From the questions provided and others that might be thought of, the student is asked to mark some point on the scale that best characterizes the conflict. Another possibility is to divide the class in half, with one group analyzing the conflict from the perspective of one party and the other half from that of the other party. Then, the analyses may be compared.

Interests

Common ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Conflicting

To what extent are interests in conflict? What common interests do the parties have? (It may help to think of interests as values, whether material or nonmaterial—"desired events, objects, and conditions for which men strive." (See above discussion of values.)

Behavior

Cooperative ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Conflictual

To what extent are the actions of the parties conflictual? Do they cooperate in some areas of their interrelationships?

Source: Teaching Youth About Conflict and War, National Council for the Social Studies, Washington, D.C. 1973.

SCALES FOR ANALYZING CONFLICT

WORKSHEET #12

Attitudes

Friendliness ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Hostility

To what extent do the parties show a friendly or hostile attitude toward each other? (It is important to note that interests and even behavior can be conflictual without a marked hostility.)

Types of Conflicts

Realistic ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Nonrealistic

To what extent is the conflict about actual interests? To what extent is it the result of displaced hostile feelings?

Institutionalized ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Non-institutionalized

To what extent is the conflict characterized by rules and actions that operate through some institution?

Techniques

Nonviolent ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Violent

What techniques are being used in the conflict? (These can range from a dirty look or a harsh word to fighting in interpersonal conflict. In international conflict, the techniques can range from a belligerent speech to all-out war.)

Process

De-escalation ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Escalation

Is the conflict escalating, de-escalating, or remaining constant?

Communication

Frequent ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ None

Are the parties in conflict communicating frequently or infrequently?

Images

Positive ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Negative

Do the parties see each other in a positive or negative way? (This involves the question of stereotyping by either side.)

Cost

Low ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ High

What is the possible or probable cost of carrying on the conflict? Is the cost worth the goals being sought?

Power

Weak ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ Strong

What are the various elements of power that may be applied in the conflict? How do the power resources of the parties compare? (Power should be thought of as not only the ability to inflict damage on the other side, but also in terms of influence and other nonviolent capacities.)

OUTCOMES

FUNCTIONAL ⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔⊔ DYSFUNCTIONAL

Did the conflict accomplish any positive results? Did it pave the way for cooperative behavior later? (Even a conflict as destructive as World War II eventually led to a democratic and cooperative Japan and Germany.) Or did the conflict have negative, dysfunctional

Guidelines for Selecting World Studies Materials*

Some materials and programs are obviously more appropriate for your situation than others. The following criteria for evaluating world studies' materials were prepared to assist educators in the selection of appropriate, high-quality materials—textbooks, films, filmstrips, or tapes--that are globally oriented.

Part I lists seventeen topics considered essential to an understanding of global society and provides a means of evaluating how well and to what extent the materials handle these topics. It also provides a means of rating the emphasis put on particular kinds of skills and attitudes.

Part II enables the evaluation of approach and methodology in terms of student participation required and the feasibility of using the materials in a number of disciplines. Parts I and II of the checklist together are useful in helping a teacher to evaluate new materials and re-evaluate old ones.

Criteria for Evaluating World Studies Materials

Key: The materials stress or emphasize . . .
. . . to a great extent = 4
. . . to some extent = 3
. . . to no extent = 2
unable to judge = 1

Title of Materials_____
Producer_____
Producer's address_____
Available from_____

Part I. Rationale and Objectives	No. Rating
A. Global Society, materials stress . . .	
1. intergroup conflict and resolution	
2. international economics	
3. communications (cross-cultural)	
4. foreign policy decision-making	
5. cultural diffusion	
6. population concerns	
7. urbanization (world-wide)	
8. global environment	
9. racism	
10. technological change	
11. diversity and change	
12. interdependency ~~& the globe as a~~ system	
13. commonalities among peoples	
14. need to transcend ethnocentrism	
15. inequitable distribution of basic human necessities	
16. impact of culture on self and human experience	
17. culture and language	
B. Development of Ways of Thinking, Communicating, Behaving, materials stress . . .	
1. awareness of ethnocentric effects on thinking	
2. conceptual thinking	
3. comparative thinking	
4. critical thinking	
5. value analysis	
6. moral and policy implications of globalism	
7. interpersonal trust	
8. motivation to act	
9. affect feelings	
10. imaginative thinking	

Part II. Content	No. Rating
A. Discipline Orientation, materials stress . . .	
1. inter-disciplinary approach	
2. multi-disciplinary approach	
3. single discipline	
B. Appropriateness of Content	
C. Provision for Student Participation	
1. games	
2. simulations	
3. role-playing	
4. panels, debates, small-group discussions	
5. research and library reports	
6. involvement with the community	
D. Provision for Evaluation (student, teacher)	
1. observation	
2. tests	
18. world order institutions	
19. creating alternative futures	
20. energy	

I. C.
Indicate with a check which of the above topics need reinforcement for your own use. List materials that could compensate for these limitations.

*These guidelines for selecting World Studies materials were prepared by Robert Anthony, Teacher Associate Diffusion Project, Social Studies Development Center, 1129 Atwater, Indiana University, Bloomington, Indiana 47401.

Adapted by Jeffrey Brown, Global Learning, Inc.

EVALUATIVE INSTRUMENT B
TO EVALUATE THE TREATMENT OF WAR AND WAR PREVENTION PRIMARILY IN SECONDARY SOCIAL STUDIES MATERIALS

1. Individual wars are considered individually. yes____no____

2. War itself is treated as an object of study. yes____no____

3. Do these materials lead to the conclusion that war is "natural and inevitable?" yes____no____

4. Do these materials examine war as a human institution capable of being abolished (e.g. like slavery)? yes____no____

5. The image(s) of the world the student would most strongly receive from these materials is/are best described as:

   a. A patchwork quilt of various cultures and cultural groups _____

   b. A nation-state system that will continue indefinitely as is _____

   c. Nation-states currently divided into East - communist or West - capitalist camps _____

   d. Globe divided into First, Second and Third/Fourth Worlds _____

   e. Spaceship Earth: a single global human/eco-system with interrelated subsystems _____

   f. Other (describe) _____

6. To what extent do these materials deal with <u>moral issues</u> regarding one's involvement in war?

7. Which of the following <u>causal factors for war</u> are treated:

in the general treatment of war		in the treatment of specific wars	<u>Name of War</u>
____	a. Human nature versus human nurture.....	___	_____
____	b. Political nationalism.....	___	_____
____	c. Economic nationalism.....	___	_____
____	d. Cultural imperialism.....	___	_____
____	e. The international system itself.....	___	_____

8. Do the materials deal explicitly with the nature of conflict on the following levels?

   a. Interpersonal yes____ no ____

   b. Intergroup yes ____ no ____

   c. International yes____ no ____

9. Are alternative possiblities for resolving or managing historical conflicts suggested? yes____ no ____ If yes, please give several examples:

10. What general impressions would one receive from the war-related illustrations?

11. On a separate sheet, list the exemplary persons treated in these materials under three columns: war related, peaceful, peace activists. What conclusions do you draw from these lists?

12. Do the materials attempt to measure the consequences of war? yes___no___ If yes, indicate in what ways:

   ____ a. For the individuals directly involved.

   ____ b. For the individuals not directly involved.

   ____ c. On a social basis.

   ____ d. On an economic basis.

   ____ e. On a political basis.

   ____ f. On an ecological basis.

   ____ g. Other (describe)

13. Do the materials focus explicitly on ways to prevent wars? yes___no___ If yes, what proposals are covered?

14. Is the subject of building alternative, warless futures included in the materials? yes____ no ____

    a. Are "realistic" transition steps to these alternative futures included in the materials? yes ____ no ____

15. Give a general rating for the use of these materials to teach about the causes, nature, consequences and prevention of war: excellent_____ good_____ fair ____ poor____

16. Further conclusions and comments regarding these materials:

Prepared by: Jeffrey Brown
GLOBAL LEARNING, INC.

REPORT OF THE PRESIDENTIAL COMMISSION ON WORLD HUNGER, JUNE 1980

Poverty + Food Insecurity = Hunger

. . . hunger offers the single most powerful point of intervention in the world of underdevelopment—poverty, unemployment, disease, and high rates of population growth.

The primary cause of world hunger is poverty. Even in years of abundant harvests, many of the world's hungry have neither the land on which to grow food nor the money with which to buy it. In many *rural* areas, large numbers of people often have little or no access to land, water, or credit. In *urban* areas, where schools, medical care, and food may be available, jobs (and thus the income to obtain these services) are scarce—largely because so many men, women and families have been forced to leave the countryside. Inequitable distribution of resources—particularly land—is a major cause of poverty.

The gap between the rich and the poor is often widened because poor countries and poor people tend to be less productive than wealthy countries. For example, agricultural productivity per worker is now about 13 times higher in the developed than in the developing world. The yield per hectare (about 2.5 acres) for rice is almost four times as much in the developed countries as in the developing (where 92 percent of the world's rice is grown). Poor health, lack of training, and lack of capital and technology are partial explanations. In addition, lack of irrigation systems, flood control, and proper drainage makes it more difficult to improve productivity. Frequently, the fertility of the land has declined, because it has been farmed—sometimes for thousands of years—without replacing essential nutrients in the soil. Furthermore, inappropriate methods of food storage and preservation cause a large portion of the harvest to be lost or spoiled by insects, rodents, or decay.

Farmers who do not own their own land but work instead on the land of absentee landlords have little incentive to increase production, since the land owners benefit rather than the farmers. Even for those farming their own small plots of land, government policies frequently hold down the prices farmers receive for their crops, restrict their access to credit, and make such important items as fertilizer far too expensive for them to use. In addition, there frequently are no extension or farm organizations where farmers can learn new technologies or how to adapt existing knowledge to local conditions. When such services and training do exist, they tend to be directed toward the men and to ignore the women—even where the women do much of the farming and all of the marketing of crops.

Rich people frequently say that "if the poor had fewer children, they would have more food." Yet population growth is not only a cause but also an effect of poverty. At both the national and the family level, the more people there are, the less food there is for each one and the more likely the next generation is to continue the cycle of poverty and malnutrition. For people who are poor and powerless, however, the desire for many children is a response to high rates of infant mortality, to the need for extra hands to earn the family income, and to the need for support in old age. The key to reducing population growth is eliminating the social conditions—poverty and all its consequences—that make large families an attractive option.

FACTS

. . . ABOUT THE DEVELOPING WORLD

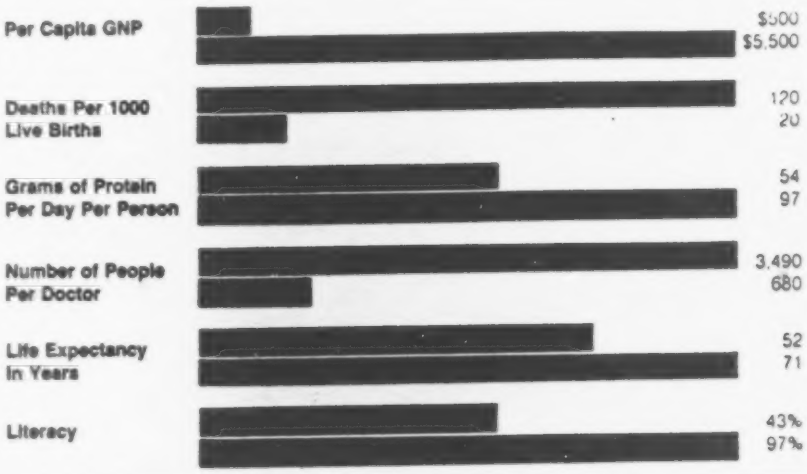
- *Today the developing countries grow 87 percent of their own food; by the end of the century this figure could fall to 74 percent.*
- *By 1988, the developing world will have an annual deficit of 85 million tons of wheat, rice and coarse grains.*
- *More than 100 million agricultural workers have little or no land of their own.*
- *In 1976, the developing countries spent over $10 billion to import food. This is equal to about 70 percent of the total development assistance provided by the industrialized countries in that year.*

- *One out of every eight people on earth is hungry most of the time.*
- *In many countries, up to 40 percent of the population is malnourished.*
- *Between 1957 and 1976, developing-world imports of military goods grew from $5.4 billion to $9.3 billion (in constant dollars).*
- *In the developing world, there exists one soldier for every 250 people, but just one doctor for each 3,700.*

. . . ABOUT HUNGER AND POVERTY

- *16 percent of the world's children are malnourished.*
- *Over 600 million people live on incomes of less than $50 per year.*
- *Even under conditions of rapid economic growth, 470 million people will still be living in absolute poverty in year 2000.*
- *More than three-quarters of the world's inadequately nourished people live on the Indian subcontinent, in Southeast Asia, and in sub-Saharan Africa.*

The Development Gap



While the developing countries themselves will play the most important role in making many of the changes required to improve conditions of life for their poor, international economic circumstances over which they have little control limit their ability to act. North America, Europe, and Japan—with only 19 percent of the world's population—earn 67 percent of the world's income. In contrast, the poor countries—with 51 percent of the world's population—earn only 14 percent of global income. If world hunger is to be brought under control, the rich countries—especially the United States—must make a major political and financial commitment to eliminate both hunger *and* poverty. This will require not just "more foreign aid" but also some important changes in the world economy.

The problem of poverty is often compounded by *a second major cause of hunger—the insecurity of food supplies*. Food security means a combination of having enough food in the right place at the right time at a reasonable price, of adequate transportation within and among countries to transport food where it is really needed, and enough personal or national income to buy extra food when the local supply is inadequate.

Unfortunately, when the local supply is smaller than usual, families who normally have barely enough food are forced to eat even less. Even if supplies exist somewhere else in the world, poor countries may not be able to buy additional food if the world price is too high or if they do not have enough foreign exchange. The world currently has no system for assuring that no community or nation must suffer because of temporary crop shortages. Establishing such a system is an important objective in the fight against hunger.

Recommendations for U.S. Action

The United States should make the elimination of hunger the major focus of its relationships with the developing world.

This decision—this commitment—will require action in the following areas:

Trade and Debt

In its trade and debt relationships with the developing countries, the United States should:

1) enter agreements to stabilize the earnings of countries that produce essential raw materials;
2) work with other countries to reduce the restrictions that keep many developing-country manufactured products from entering the market of the United States and other countries;
3) pass legislation to make more assistance available to workers and firms negatively affected by imports;
4) "wipe out" the debt currently owed by the poorest developing countries in order to let them use the funds for development projects;
5) give the poorest developing countries more U.S. assistance in the form of grants and less in the form of loans;
6) encourage the International Monetary Fund to require countries receiving loans to do all they can to meet the needs of their poorest people.

Corporate Investment

To ensure that investments made by private U.S. companies do not harm, but aid, in the fight against hunger and poverty, the United States should:

1) encourage cooperation between developing countries and U.S. investors, especially small firms;
2) support U.N. efforts to set up standards of conduct for multinational companies in developing countries;
3) convene a meeting of corporate and agribusiness executives to discuss corporate assistance in the elimination of world hunger;
4) take measures to increase the amount of information available about food supply and demand.

World Food Security

To ensure that there are adequate food supplies even during times when production is low, the United States should:

1) support the creation of a global food reserve as well as the efforts of individual countries to create their own reserves;
2) increase the level of the U.S. farmer-held reserves;
3) establish an emergency wheat reserve as a back-up to the Food Aid (P.L. 480) program;
4) pursue a strong U.S. agricultural system by encouraging small- and medium-sized farms and by emphasizing conservation of soil and water resources.

Development Assistance

To ensure that development assistance goes to the countries and people who need it most and ensure that it is as effective as possible, the United States should:

1) give more authority about development-related decisions to the Director of the International Development Cooperation Agency;
2) immediately double the level of U.S. development assistance. The aim should be to give 0.7 percent of GNP (about three times the current level);
3) give assistance primarily to countries committed to meeting the basic needs and rights of their people;
4) put more emphasis on nutritional goals;
5) direct more research toward improving agriculture in the developing countries (whose climate, soils, and environmental conditions are very different from those in most developed countries, for whom most agricultural research currently is done);
6) increase U.S. support for multilateral institutions (e.g., the World Bank and specialized U.N. programs) that have proven to be effective and that have the potential for being more effective in efforts to alleviate hunger and poverty;
7) improve the U.S. Food Aid program by giving food to countries on the basis of need rather than political ideology and in ways that reinforce self-reliant development.

Domestic Hunger

A commitment to ending world hunger must be accompanied by a commitment to ending hunger in the United States as well. Toward this end, the United States should:

1) systematically assess the nutritional status of American citizens;
2) put more emphasis on preventive health;
3) increase funding of the Food Stamp program and other domestic feeding programs;
4) take measures to increase participation in these programs;
5) adopt a national economic development policy.

Public Education

To work, the recommendations listed above must have the support of the American people, many of whom are not yet aware of the extent or severity of the hunger problem in either the developing countries or the United States. Polls show that the American public is sympathetic to the suffering of the hungry and poor but uninformed about the kinds of measures needed to eliminate them. Therefore, in order to rally long-term support for U.S. efforts in this area, the United States should establish an organization to educate and inform the American public about hunger and malnutrition.

WORKSHEET #15, pg. 3

COFFEE, THE RULES OF THE GAME AND YOU

*Thomas P. Fenton**

THE STRUGGLE OF JUAN DIAZ

Juan Diaz is a coffee worker in the Central American Republic of El Salvador. His daily struggle for mere survival is hardly the TV commercial image of life on the hacienda.

Juan and three of his five daughters spend long, hard days in the coffee fields of Montenango. On a good day, Juan picks enough coffee to earn $1.44; and his daughters, a total of $3.35. With $1.24 of these wages, Juan and his wife Paula are able to feed their family for a day. In bad times, Juan and his daughters make as little as 56 cents a day.

At the end of the six-week coffee season, Juan does odd jobs around the hacienda—provided there is work to be done. He can earn about 90 cents there for an eight-hour day. Paula de Diaz supplements her husband's earnings by working in the market. When people have enough money to purchase the tomatoes, cabbages and other homegrown vegetables she sells, Paula can make about 40 cents a day.

The hacienda provides a simple dwelling for the Diaz family, but no modern facilities. Candles are used for light, water has to be hauled from a well and furnishings consist of little more than a table and some chairs. Aside from a dress and shoes for each of the girls during coffee season, the family has not been able to buy much else in the last five years. Whatever money doesn't go for food is spent for visits to the health clinic (40 cents each time), the high interest on bills at the company store, expenses for the children in school and for the burial fee of Juan's father who died last year.

"You know, I look forward to a better life for my children," Juan says. "I dream that if it is possible—if I can possibly afford it—my children will not follow in my footsteps, that they will break out of this terrible way of life. But the money problems we face every day blot out those dreams. I feel bad, nervous. I don't sleep nights worrying about how I'll get something for them to eat. I think and think but don't find any answers. I work hard; my wife and daughters do too. We all do. But still we suffer. Why?"

Many in the past have offered answers to Juan's question. Some say: "He's poor because he's not industrious enough; he's lazy; he's uneducated." Some assert: "He's backward, underdeveloped," perhaps "inferior by nature." Some blame Juan's poverty on the scarcity of natural resources or on the lack of land or modern tools and fertilizers. Some look to the capriciousness of nature—floods, frosts, droughts; and some blame God or fate.

Others place the burden of responsibility for Juan's condition on what may be called the "rules of the game." The "game" encompasses all the national and international systems (economic, political, societal, military) which govern the life of Juan and the development of his country.

Do these rules of the game in fact account for Juan's plight? Examine them and decide for yourself. . . .

THE WORLD THROUGH JUAN'S EYES

The Plantation—Hacienda Santa Barbara

More tragic than the physical conditions of Juan and his family is the fact that they can do little to alter their situation. Juan is not bound to the hacienda by physical chains, but he might as well be, for he has not the freedom to exercise any significant control over most things that affect his life.

Juan owns almost nothing; he has no savings; he has bills at the company store; and he has a family to feed, clothe and educate.

Juan might try to assume some control over his situation by forming a union with his fellow workers to secure higher wages and increased benefits. But he fears that such agitation would result either in violent retaliation or in speedy replacement by one of his many fellow countrymen who are begging for any kind of employment. . . .

If Juan could pay his bills and save a bit of money, he might leave the plantation and seek employment elsewhere. But he has never had the chance to develop other skills or to get the necessary education. And he would soon find out that life for those who flee to the city is not much brighter than it is at Hacienda Santa Barbara.

The Country—El Salvador

When Juan looks at his own country, he finds that here, too, the rules are weighted against him. As is the case of so many nations, a small minority of his countrymen controls most of the wealth and the income from land, trade and industry. Political and military power, though somewhat more broadly shared, are nevertheless exercised by what amounts to a privileged and semi-privileged minority.

For example, one-third of all the wealth and income in El Salvador is concentrated in the hands of five per cent of the population. A family in this sector receives an annual income 12 times greater than what the poor two-thirds of the people in El Salvador can expect to earn in a

*THOMAS P. FENTON, formerly a member of Maryknoll's Project for Justice and Peace (Project 4), is now a communications consultant to the National Council of Churches Asia Office in Hong Kong. Used by permission of The Christophers.

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year. And the very poorest ten per cent of the population has an annual per capita income of only one-thirtieth of what the upper five per cent receives.

This imbalance in consumption affects not only El Salvador's resources but also the goods and services it imports. As the wealthy minority develops more of a taste for consumer goods, it diverts a considerable share of El Salvador's financial resources towards the purchase of cars, TV sets and other items suited to its personal needs and desires. . . .

It is not uncommon for the ruling groups in countries like El Salvador to denounce as "subversive activities" any efforts to alter the rules which ensure the permanence of their economic, political, and social privileges. Such resistance to change results in a wasteful expenditure on military training and weapons. . . .

THE RULES OF THE GAME—YESTERDAY

Spain, Portugal, England, France and Holland in the 16th and 17th centuries established the rules of the game that first started the rich and naturally endowed lands of Latin America down the road to present-day underdevelopment. Gold, silver and other precious resources were removed from these colonies and used to enrich the mother countries.

Despite the coming of independence in the 19th century, the more industrially advanced countries wielded enormous power over the newly independent Latin American nations . . . the flow of resources went to Europe, and the way was opened for manufacturers to enter the markets of Latin America.

THE RULES OF THE GAME—TODAY

The patterns set hundreds of years ago are not very different today. But now other countries of Western Europe, Japan and the United States, as well as the communist countries, have come into the picture. By means of trade, financial investments and economic assistance, these nations pursue their own ends—and with some unfortunate consequences for Latin America and its people.

It is not necessary to assume that the rules of the game of international economic and political systems were intentionally designed to handicap the poor, although the privileged have generally sought to preserve the structures which generate those privileges. Nor is it necessary to attribute such lopsided relationships to malice on the part of the wealthy, although the rich have often enough claimed a special validity for the social arrangements which confer such comforts upon them. . . .

Though other primary commodities (e.g., sugar, tea or cocoa) could have been taken as illustrations, we shall discuss coffee, partly because the morning cup of coffee is a pleasure shared by so many throughout the world, rich and poor alike.

WORLD TRADE

El Salvador and 12 other Latin American countries emerged from their colonial past with "one crop economies." They depend on the sale of a single commodity for over 40 per cent of their export earnings. Five of these countries, including El Salvador, depend on the sale of coffee alone for a substantial proportion of these earnings.

Coffee, however, makes up only one per cent of the volume of world trade; and, to make matters worse, it is not an item of absolute importance to an industrialized economy. . . .

With the growth of other coffee-producing areas—chiefly in Africa—Latin America's share of the coffee market has declined since World War II. Its portion of the U.S. coffee market alone has fallen from 97 per cent in 1950 to about 64 per cent in 1973.

If we summarize the dynamics of present systems of world trade, we can see where the competitive edge lies.

Developed Nations	Underdeveloped Nations
. . . have the industrial and agricultural capacity to offer a wide variety of products for sale;	. . . can offer only one or two primary commodities, plus limited manufactured and semi-manufactured products;
. . . can alter their production of manufactured goods to meet fluctuations on the world market without severe economic results;	. . . have less flexibility with the growth of a commodity such as coffee, which takes years from the time seedlings are planted until trees bear fruit;
. . . maintain control of the means to manufacture and process raw materials;	. . . are less able to process the resources extracted from their lands and must buy many processed goods from abroad, even when made from their own resources;
. . . often receive a rising price for their exports;	. . . find that the purchasing power of their agricultural or mineral export fluctuates considerably from year to year;
. . . have a number of buyers to choose from.	. . . are locked into a dependency on the developed countries alone.

In addition, the industralized nations:

—are producing synthetic substitutes for raw materials they once imported from poorer countries;

—often use tariffs and trade quotas to protect their own primary product industries;

—have export and shipping industries heavily subsidized by government foreign aid revenue and by other policies;

—generally dominate, for a variety of reasons, such economically strategic functions as transportation, insurance and finance, world-wide marketing networks, and technological research and development.

FINANCIAL INVESTMENTS

Another strength of the developed nations is the control they exercise over the economies of Latin America through financing.

Among today's "descendants" of the colonial powers are multinational corporations. Undeniably, they

employ large numbers of workers in underdeveloped countries and make substantial outlays for their housing, schooling and health services. But multinational corporations use their wealth and power:

(1) to acquire, often in partnership with Latin businessmen, many of the important new growth industries in Latin America;

(2) to influence the pattern of Latin American development so that the style of life among those who have money and political power resembles that of the now industrialized countries;

(3) to develop overseas markets for goods—such as parts and equipment—which are manufactured in the developed lands;

(4) to ensure that they will capture a share of the growth profits which derive from the future development of the region (which, admittedly, they facilitate);

(5) to accumulate investable funds which, depending on the international alternatives at any given time, may or may not be reinvested in the country in which they were generated.

FINANCIAL ASSISTANCE

Despite our growing affluence since World War II, U.S. official development assistance to the underdeveloped countries has fallen from 0.53 per cent of our GNP in 1960 to around 0.21 per cent in 1974.

There is, in addition, the troublesome question of "security assistance"--provided, according to some, to protect "democracies" from subversion and, according to others, because other industrialized countries would simply win the sales to the weaponry customers if we did not. The fact is that the U.S., like many other nations, uses military aid to further its own political objectives. Whatever the intentions, such assistance may often have the result of maintaining a status quo that strengthens the position of privileged minorities and provides a "safe climate" for outside business interests. . . .

The comparatively minor share of our "foreign aid" programs that gets through to people like Juan—and whatever benefit reaches him--is far outweighed by this fact: Latin America as a whole is worse off economically today than it was 10 years ago. . . .

A GUIDE FOR EVALUATING SOLUTIONS

A handy rule of thumb for judging recommendations like the following is this: Does this change enable a person like Juan Diaz to assume more control over his own life?

- A well-planned redistribution of land would pass the test if it were accompanied by cooperative techniques and training in suitable agricultural methods. . . .
- What of a rise in the price of coffee? This would help El Salvador if that country acquired a voice in determining the price of its products on the world market. It would be good for Juan if he had solid assurance that some of the increase would be passed along to him. . . .
- Education? It can help an unschooled person begin to analyze the reasons for his poverty, teach him his rightful dignity and encourage him to cooperate with others in widening the field of his free choices. Or, it can distract him from wanting to do anything about injustices to himself and his fellow men.
- Foreign aid? It can assist Juan if in fact it enables him to be an intelligent, productive worker, a proud participant in the building up of his nation. Or it can drive him and his country into a deeper dependency, a "bandaid" that keeps him from ever getting at the cause of his poverty.
- Expropriation? Would Juan get anything out of a takeover of foreign industries? Would the control and benefits resulting from such action merely pass from the hands of one minority (of foreigners) to another (of nationals)?

Using the same rule of thumb, try evaluating some additional proposals:

Substantial trade concessions by wealthy nations to poor ones . . . more trade among Third World countries themselves . . . expansion of multilateral assistance (e.g., through the United Nations) to gradually replace much of the aid now given bilaterally . . . untying* foreign aid, leaving recipient nations free to use credits for competitive bids on needed commodities . . . rescheduling debts that have become unmanageable or cancelling some debts altogether . . . greater voting power for Third World nations in decisions of the World Bank and of the International Monetary Fund . . . separation of economic from military assistance in foreign aid appropriations.

And what would happen—

—If tax systems in underdeveloped nations were restructured and strictly enforced to assure that all persons paid their rightful share of taxes?

—If outside investment were invited on the basis of serving the needs of the many, instead of just the few?

—If clear regulations governing such investment were formulated? (The Andean Pact, signed by Bolivia, Chile, Colombia, Ecuador, Peru and Venezuela, has made such a start.)

WHAT CAN WE DO?

As we brew our morning cup of coffee, ships set sail, goods are being exported and imported, capital is being invested and Juan and his daughters begin another grueling day in the coffee fields.

Fundamental to any lifting of Juan's burden is a recognition that we are his brothers in the human family.

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*Tied aid – Economic assistance requiring that the recipient nations purchase needed goods from donor nations. Gunnar Myrdal, the Swedish economist and expert on world poverty, commented: "In the latter respect, it (tied aid) has been estimated to increase costs by 20 to 10 per cent."

Source: "Teaching Toward a Faithful Vision," Participant's Manual, Discipleship Resources, 1977.

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WORKSHEET #17

A quick reference aid on U.S. foreign relations
Not a comprehensive policy statement
Bureau of Public Affairs • Department of State

North-South Dialogue

June 1980

Background: The 1970s were a period of intense North-South dialogue on trade, development, finance, and other international economic issues. In 1974, at the Sixth Special Session of the UN General Assembly, the developing countries forced through measures calling for a "new international economic order." A more constructive tone was set in 1975 with the Seventh Special Session and with the launching of the Conference on International Economic Cooperation in Paris, and in 1976 with UNCTAD IV (Fourth UN Conference on Trade and Development) in Nairobi. In 1979, a deteriorating world economy and dissension which emerged at UNCTAD V among the developing countries over energy and other issues led them to call for a new round of global negotiations to be launched by the 11th Special Session (August 25-September 5, 1980).

Developing country concerns: Developing countries seek a restructuring of the international economic system and a redistribution of the world's wealth. They demand increased financial flows, transfers of technology, and greater decisionmaking power in global economic institutions. They want higher, more stable prices for raw materials; improved access to developed country markets for their manufactured goods; and larger, more automatic transfers of resources--on concessional terms with a minimum of political and economic strings.

US view: Industrial nations want to promote mutually beneficial change while preserving the fundamentals of a system they believe has served the interests of all countries. We believe the system has responded flexibly, if not always smoothly, over the last three decades to major global changes--including the growing economic and political importance of the developing countries. We favor continued evolution of this system to meet new situations through changes that have a high probability of improving the system for everyone. Sudden changes in the rules for investment and financial transactions, or massive shifts in trade patterns, inhibit overall economic activity. We want an international system that promotes efficient use of the world's resources and provides the stability required for trade and financial transactions. Thus, we support basically open trade and free capital flows. Change must be at a rate that can be absorbed without undue dislocations.

US interests: Developing nations are increasingly important to the US. Wasteful use of the Earth's resources, pollution of the atmosphere, international terrorism, nuclear proliferation, unchecked arms competition, and population pressures all threaten the well-being of the human race and cannot be solved without the cooperation of developing countries.

- As a group, developing countries now receive more US exports than the European Common Market and Japan combined--more than one-third of all US exports, including 50% of our cotton, 65% of our wheat,

and 70% of our rice. In manufacturing alone, 800,000 American jobs depend on exports to them. During the 1970-78 period, US exports of capital goods to developing countries more than quadrupled, from less than $5 billion to more than $22 billion.
- We rely increasingly on vital materials from developing countries, importing 100% of our tin from them, all of our natural rubber, 90% of our bauxite, and 41% of the petroleum we use--roughly half of that from countries outside the Middle East.
- About 24% of our $170 billion in overseas direct investments and 31% of the $190 billion in US bank claims on foreigners are in developing countries.

Achievements: In recent years, the North-South dialogue has made considerable progress.

- In the multilateral trade negotiations (Tokyo Round), the industrial countries agreed to cut industrial tariffs by about one-third and to impose greater discipline on nontariff trade barriers. The US also signed 27 bilateral trade agreements with developing countries. Since trade expansion is extremely important to the developing countries, the MTN agreements mark a great step forward in North-South economic relations.
- In commodities, we support the negotiation of stabilization agreements to reduce commodity price volatility, lessen inflation, and stabilize resource availability. New agreements on sugar (1977) and rubber (1979) were negotiated, and the US joined the tin agreement. Negotiations on a Common Fund to finance commodity stabilization agreements are nearing completion. The 1975 and 1979 liberalizations of the International Monetary Fund's (IMF) Compensatory Finance Facility are particularly useful to raw material exporters.
- In finance, new IMF facilities and enlarged quotas can now make resources available in larger amounts and on more flexible terms to meet developing country adjustment problems.
- In technology, we agreed in 1979 to the establishment of a 2-year, $250 million interim fund for science and technology for development.
- Official development assistance to the poorest countries has risen from a level equal to about 4.1% of their combined gross domestic product in 1971 to about 10.3% in 1978. Since 1976, replenishments totaling over $100 billion have been negotiated for multilateral development banks and funds; in 1979, loan commitments totaled nearly $14 billion.

Energy: The US supports World Bank plans to finance oil and gas projects which, combined with private and government financing, will total more than $33 billion over the next 5 years. Ultimately this should provide the equivalent of an additional 2.5 million barrels of oil a day to the world market. Such efforts will improve the world energy balance and reduce the dependence of developing countries on expensive oil imports.

Food: The Administration supported the creation of a $1 billion International Fund for Agricultural Development, which helps developing countries increase food production. We have pledged 4.7 million tons of food aid annually under the Food Aid Convention, nearly half its 10-million-ton target. We strongly support the World Bank program to improve food distribution and storage in developing countries.

Twelve 'musts' for development

by Joao Frank da Costa

THERE is today a widespread consensus that the traditional concept of development, which focused primarily on economic growth, needs to be redefined. A new concept of development is emerging, which might be summed up in the following twelve "musts".

JOAO FRANK DA COSTA, Brazilian diplomat, was Secretary General of the United Nations Conference on Science and Technology for Development held in Vienna last August. A former chief of the Division of Science and Technology in Brazil's Ministry of Foreign Affairs (1973-1975) and a member of his country's National Council on Scientific Research, he has also served at the United Nations and at Unesco, where his functions included the chairmanship of the General Assembly of the Latin Centre for Physics, created under Unesco's auspices.

1. Development must be total, that is to say it must transcend purely economic dimensions in order to include social considerations – food, health, living conditions and employment – and the whole dimension of cultural and spiritual self-realization embracing creativity, quality of life, and the rights of man.

2. Development must be original, which is to say that imitation of models is undesirable. This means that styles of development should not only be diverse and respond to country-specific economic and current social structures, natural and human environment and cultural integrity, but should also be in accordance with the objectives of each country and the way it perceives its own future. In this sense, the notion of "gap" between developed and developing countries acquires a different significance. Without rejecting the objective of reducing sharp contrasts in standards of living, one should strive to abandon the limited concept of "gap" which is usually somewhat negatively defined on the basis of external indicators and instead substitute a positive and voluntary strategy of development.

3. Development must be self-determined. This applies not only to the capacity for selecting a development style, but also must assure its application in order to eliminate or at least reduce dependency and vulnerability, to unify and amplify internal markets and to ensure the production of basic foodstuffs and goods.

4. Development must be self-generated. This should not mean that full self-reliance can be achieved by national effort alone. Often, indeed in most instances, self-reliance is achieved on a larger scale than that of an individual nation, within a broader framework, either "horizontally" by co operation among developing countries, or in a "triangular" pattern, that is to say, with the added participation of the developed countries. In this sense, development must be co operative.

5. Development must be integrated. "Truncated" growth of certain sectors – usually the consequence of redeployment policies of transnational corporations – does not correspond to real development and causes growing dependency and vulnerability. Strong horizontal and vertical linkages must bind together the several productive units (in particular between the agricultural and the industrial sectors) and ensure complete communication and interdependence, and full integration with national supply and demand.

6. Development must respect the integrity of the environment, both natural and cultural, as well as the traditional structures which are often necessary for the conservation of a country's social cohesion. This includes the safeguarding of the national heritage and protection against all forms of imposed alien values.

7. Development must be planned and requires constant attention from and intervention by national authorities. This does not mean, of course, the mandatory exclusion of private interest and free market mechanisms. It appears, however, to be generally accepted that the free play of economic forces does not automatically lead to an equitable diffusion of scientific and technological potential, but instead, it leads frequently to concentration and polarization of capabilities and benefits in highly developed centres. The alignment of the interest of private enterprise with national objectives needs to be ensured by appropriate mechanisms.

8. Development must be directed towards a just and equitable social order which requires for its establishment, in general, structural transformations allowing for the participation by all sectors of the population in the benefits of science and technology, and not only in their negative effects. In developing countries, it is necessary in particular to eliminate the dichotomy of demand that may exist where elites have consumption patterns similar to those in highly developed countries, in contrast to a mass which does not participate in the market for lack of purchasing power.

9. Development must be democratic, that is to say, it must respond to the choices made by the population as a whole. The idea that technological decisions are dictated by an internal scientific-technological logic and are self-executory must be categorically rejected. The goals of society are not purely scientific or technological and scientific and technological considerations must not be allowed to impose their control. This problem involves nothing less than the freedom of mankind to determine its own destiny.

10. Development must not insulate less developed countries or regions into "reservations", where they would barely survive and lead a marginal life far from the main flows of growth and dynamism. On the contrary, it should make them all participate actively in a new optimal division of labour which is at the heart of the objectives of the New International Economic Order. Particularly, such a new division of labour should lead to structural changes in developed countries which would promote expansion into new types of productive activities. This requires a reconceptualization of development and the design of measures that can only be conceived in a long range perspective.

11. Development must be innovative. It must neither depend on the importation of outmoded technologies from developed countries nor even advanced technology developed somewhere else. Only the mastery of world scientific knowledge, including the knowledge which for economic reasons has never been applied in developed countries, can assure an original, creative technological development.

12. Development planning must be based on a realistic definition of national needs and on consumption models that are consistent with the national characteristics of a country including its resources, gross national product capacity of accumulation, and the possibilities of integrated interaction of science and technology with production activities. ■

From: The Unesco Courier, November 1979.

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A widening chasm between rich and poor

900 million people still living in absolute poverty

by N.A. Cox-George

THROUGHOUT the life-time of the great majority of people alive today, mankind has been obsessed with the threat of a mutually destructive nuclear world war. Yet this is a speculative, hypothetical threat. Paradoxically, man has always seemed to have an inordinate fascination for the remote while giving scant regard to fundamental realities that should concern him most.

The phenomenon of "absolute poverty", one of the greatest indignities the human race has suffered, is one such present reality and, although during the latter part of the 19th and the early part of the 20th century social reformers such as Henry George in the United States and Charles Booth and Benjamin Seebohm Rowntree in England showed their concern with this phenomenon at the national level, it remains a reality with which the world as a whole seems content to co-exist.

Absolute poverty is the condition of people whose incomes are insufficient to maintain bare physical efficiency. In Charles Booth's words they are living "below the poverty line". The absolutely poor are those "trapped in conditions so limited by illiteracy and low life-expectancy as to be denied the very potential of the genes with which they were born. Their basic needs are simply not met."

The World Bank has estimated that in 1976 there were no less than 900 million people in the world living in absolute poverty. To be sure, they are concentrated largely in the developing countries, accounting for forty per cent of their total populations. But even in the developed countries, despite their economic growth and the progress of the Welfare State, there were approximately 20 million absolutely poor people in 1976.

People in this category have *per capita* incomes of well below $200 a year, and in the thirty least developed countries well below $100 a year. Even on the most optimistic assumptions these incomes are not expected to rise beyond $180 by 1985. Thus the absolutely poor earn incomes equal to half the amount it takes to maintain a pet dog in the industrialized Western world.

The experience of the last two United Nations Development Decades offers no hope at all for these people through the development process itself. The trends are all too clear. Not only has the gap between the rich (developed) and the poor (developing) countries widened into a chasm, in the Third World itself development has been uneven and in some cases there has been a decline in the growth rate.

The poorest nations have an infant mortality rate eight times higher than that of the developed countries, a life expectancy one third lower, an adult literacy rate sixty per cent lower and a nutritional level, for one out of every two in the population, below minimum acceptable standards; and for millions of infants, less protein than sufficient to permit optimum development of the brain.

Such briefly is the profile of the absolutely poor in today's world which, incidentally, is predominantly young, with more than fifty per cent of its total population under the age of 15.

In international discussion of the problem of poverty it has always been held that its solution (as, indeed, that of the problem of development generally) is primarily the responsibility of the national governments themselves. The developing countries themselves, with their adoption of the notion of collective self-reliance in the Manila Declaration and elsewhere, have tacitly accepted this responsibility. It is therefore pertinent to consider how the least developed countries can lift themselves out of absolute poverty as it were by their own bootstraps. How can they contribute to growth and self-reliance and improve their own productivity?

In doing so one does not necessarily have to subscribe to the prevailing view. On the contrary, one can deny its acceptability and its applicability. The least developed nations, like the absolutely poor, are enmeshed in a web of adverse conditions which tend to suck them further into poverty like a drowning man caught in the quicksands.

Absolute poverty, it has been said, is the result of both past and present neglect. In many respects the phenomenon as it appears today is a backwash from the colonial era and failure to give practical effect to the League of Nations' mandatory principle of trusteeship. Had the colonial powers, for example, educated, or even offered literacy to the peoples of the colonial territories in the period between the wars, the profile and dimensions of absolute poverty, given its inner dynamics, would have been entirely different today.

Recent development experience clearly reveals the inability of the governments of many former colonial territories to deal with the poverty problem. Nor are the poor in any position to help themselves. Held fast in the iron grip of appalling conditions, they are like immature infants who have to be cared for and brought to maturity before they can be expected to exercise any initiative whatsoever.

To give another analogy, the first thing to be done to save a drowning man is to rescue him from the water and administer first aid. And this brings me closer to the kernel of my own disagreement with the current conventional wisdom on this subject. The truth is that we now live in a single world community and the problems of absolute poverty and of development are world problems and, as such, are the responsibility of the world and not primarily of individual nations.

This viewpoint implies not only the need for a new world economic order but for a new world political order. This is a vast subject. Suffice it here to say that until a genuinely democratic world government evolves, based not on the policeman's philosophy but on the sacred principle of the equality of its citizens everywhere and guaranteeing each of them a minimum standard of living above the poverty line, absolute poverty will remain with us.

Coming back to the question of what the poor countries can do to help themselves, the answer, frankly, seems to be very little; or rather, they can do as much as a slave can do to emancipate himself in a slave society. The crucial point is that they must first be helped, given the strength, as it were, to use their muscles. And here the rest of the world stands convicted at the bar of history. Whether it be a matter of trade policy and trade relations, of aid, technology and technical assistance, or of access to capital, the story is the same, a story of almost criminal neglect of the fate of the poor countries. During the first United Nations Development Decade, 90 per cent of the capital development of the middle-income range of developing countries was financed from their own domestic savings, while the rest had practically no savings of their own. Thus the possibility of mobilizing increased domestic savings for investment is slim.

But there is one avenue for creating some savings or rather for re-directing expenditure, and that is the re-direction of military expenditure; euphemistically referred to as defence expenditure, this is, in reality, no more than the defence of poverty. If, without waiting for general world disarmament, the poorer countries would renounce their claim to maintain military forces or decide to transform them into "production brigades", then productivity and real production could be increased. This would imply the end of foreign military aid and its transformation into economic development aid. But is such a renunciation conceivable?

Another possibility is for those poor countries that have a substantial export trade in primary products but are large importers of foodstuffs to reduce exports and switch their efforts to the production of more food, since the internal comparative cost advantage will lie with food.

One other way in which they could enhance their productivity would be to adopt the most efficient technology in everything they do. Confused at first by various notions that have been bandied about such as "appropriate" technology and "intermediate" technology, they are now realizing that what they need to speed up the closing of the gap between them and the rich countries is the "most efficient" technology. Here also they need external assistance.

In his introduction to *Progress and Poverty*, published in 1879, Henry George wrote:

"The present century has been marked by a prodigious increase in wealth producing power. The utilization of steam and electricity, the introduction of improved processes and labour saving machinery, the greater subdivision and grander scale of production, the wonderful facilitation of exchanges, have multiplied enormously the effectiveness of labour.

"At the beginning of this marvellous era it was natural to expect, and it was expected, that labour-saving inventions would lighten the toil and improve the condition of the labourer; that the enormous increase in the power of producing wealth would make real poverty a thing of the past. Could a man of the last century have seen, in a vision of the future, the steamship taking the place of the sailing vessel, the railroad train of the wagon, the reaping machine of the scythe, the threshing machine of the flail; could he have heard the throb of the engines that in obedience to human will, and for the satisfaction of human desire, exert a power greater than that of all the men and all the beasts of burden of the earth combined, could he have conceived of the hundred thousand improvements which these only suggest, what would he have inferred as to the social condition of mankind?

"He would have beheld these new forces elevating society from its very foundations, lifting the very poorest above the possibility of want, exempting the very lowest from anxiety for the material needs of life; he would have seen these slaves of the lamp of knowledge taking on themselves the traditional curse, these muscles of iron and sinews of steel making the poorest labourer's life a holiday, in which every high quality and noble impulse could have scope to grow."

That dream is still with us. Since the days of Charles Booth's pioneering study on poverty there has been considerable improvement. The development among the poor themselves of trade unions and co operatives has engendered a significant degree of income re-distribution and an awakening of the social conscience. The persistent belief that the poor were responsible for their condition has today been replaced by the philosophy of the Welfare State that their condition is the responsibility of the whole community and its government. The absolute poor of today may wish to take this lesson to heart. ■

N.A. COX-GEORGE, *of Sierra Leone, is head of the department of economics at the University of Sierra Leone, and has been associated with several other African universities as a teacher and an examiner. Vice-President of the West African Economic Association and a member of the international Pugwash movement to promote the peaceful uses of science, he has also served at the United Nations, notably with its Economic Commission for Africa and with the U.N. Conference on Trade and Development.*

Forecasts for the Year 2000

Directions: Each statement below describes a possible condition in 2000 A.D. For each statement, mark in the left-hand column with an X or a check whether you approve or disapprove. Make the mark even if it seems obvious what the response should be. In the right-hand column note whether you think it will or will not happen.

Approve	Disapprove		Will Happen	Will Not Happen
___	___	1. The present world population of 4,000 million will have increased by at least 50 percent, and will be over 6,000 million.	___	___
___	___	2. The present US population of 213 million will have increased much more slowly than the world as a whole and will not be more than 250 million.	___	___
___	___	3. Population will have grown faster than the ability to produce food and in some parts of the world millions will be dying of hunger.	___	___
___	___	4. American per capita income will have doubled from $6,000 in 1973 to $12,000 (in 1973 dollars).	___	___
___	___	5. Per capita income in the developing nations will have doubled, from $300 to $600.	___	___
___	___	6. Many of the countries that were still "developing" in the 1970s will have industrialized.	___	___
___	___	7. Air and water pollution levels throughout the world will be high because nations industrializing and modernizing agriculture could not afford pollution controls.	___	___
___	___	8. Global reserves of many important nonrenewable natural resources such as petroleum, natural gas, aluminum, copper, lead, and tin will be almost exhausted.	___	___
___	___	9. Nuclear power will be supplying at least one-third of the US's energy requirements and will be expanding.	___	___
___	___	10. There will have been several serious accidents at nuclear power stations involving radioactive contamination of the surrounding areas.	___	___
___	___	11. Almost all nations will possess nuclear weapons.	___	___
___	___	12. Advertising, easy credit, and anything else that stimulates resource consumption will be illegal in the US and in many other industrial nations.	___	___
___	___	13. Values will have changed so that Americans no longer judge their personal worth in terms of material possessions and financial success.	___	___
___	___	14. In the more advanced industrial nations (US, Germany, Sweden, Japan, Soviet Union, France, etc.) people will be less nationalistic than in the 1970s and more likely to think of themselves as citizens of the world.	___	___
___	___	15. There will have been some small wars in the years between 1975 and 2000 but no major wars involving the larger nations.	___	___
___	___	16. Pollution, food, and energy problems will all have been solved by scientific and technological breakthroughs.	___	___
___	___	17. People will be as concerned about the welfare of those in other parts of the world as they are about the welfare of their fellow citizens.	___	___
___	___	18. People will be as concerned about the welfare of future generations as they are about the welfare of those living in their own times.	___	___

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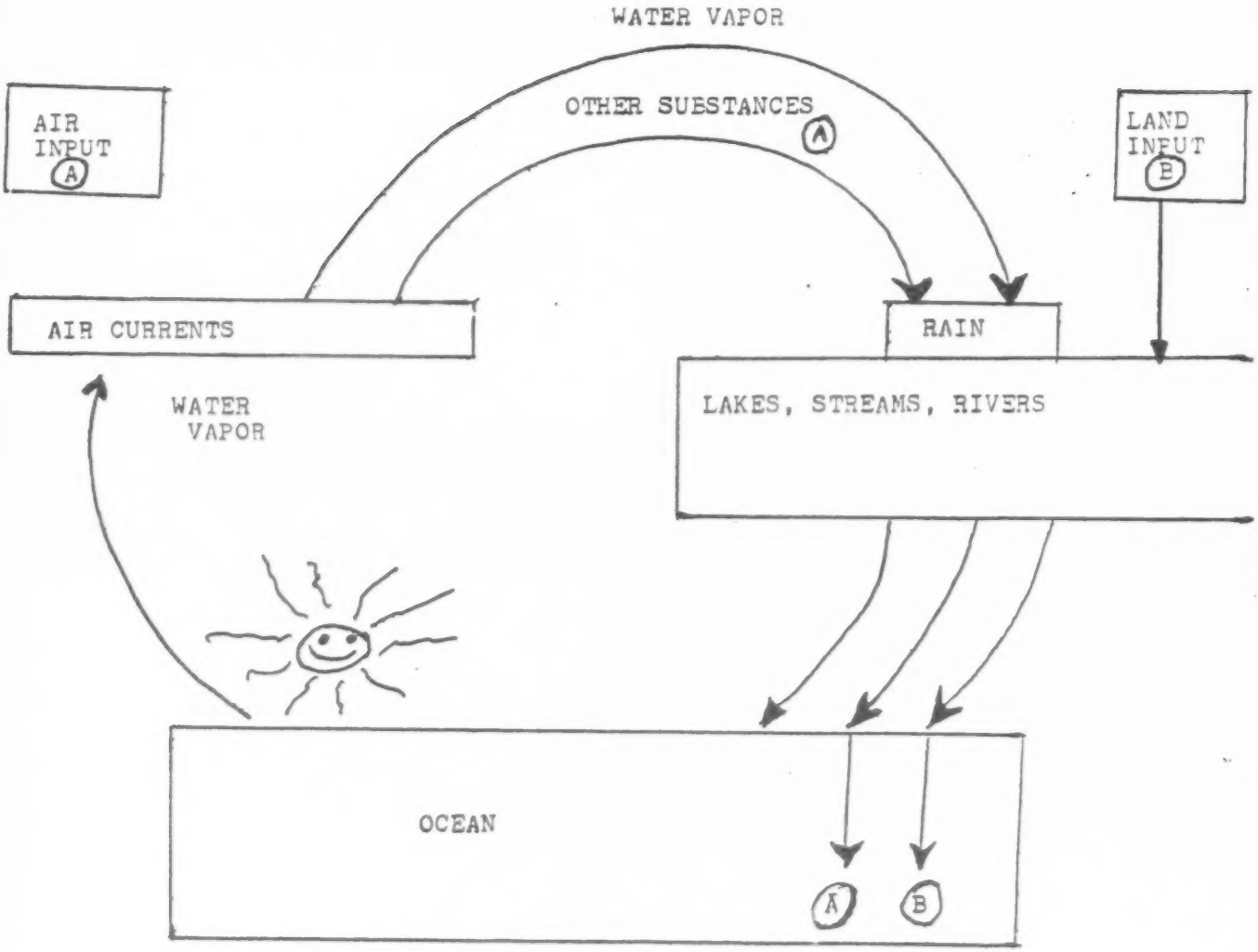
Source: "Explorations in the Emergent Present," Intercom 77, Global Perspectives in Education, Inc., 218 E. 18th St., N.Y., N.Y. 10003, Winter 1974/75.

OCEAN: THE ULTIMATE SUMP

Water as World Distributor



Directions:

1. Explain this model.
2. On newsprint, list the global education concepts you could teach using this model.
3. Outline a children's story using this model.

Activity developed by David K. McGuire and Jeffrey Brown

5. ENVIRONMENT AND TECHNOLOGY

As the world economy continues to grow, the earth's capacity to supply fresh water, provide living space, arable land, and natural recreation areas, and absorb waste products will be increasingly tested. Some of these capacities may be adequate to support the present rate of economic growth well into the next century; however, others are dangerously close to reaching their limits. Signs of environmental deterioration are already visible on a global scale in the form of polluted lakes and streams, toxic materials in the environment, alterations in climate, soil erosion, and the extinction of certain species of plant and animal life. The challenge to the teacher is to provide a classroom experience which will enable students to understand the relationship between human beings and the natural environment--that the natural environment is a single, integrated global system; that the satisfaction of human needs depends directly or indirectly on the natural resources in the earth's biosphere; and that the activities of all human beings affect the earth's biosphere.

Numerous examples can be used to bring into focus the extent of global interdependence in this area. To meet the rising demand for food, new land is cleared; this results in the steady and progressive deforestation of the earth, particularly in the developing regions of the world. As trees are cut down and as land is brought under the plow, soil is eroded, dust bowls are created, and rivers, reservoirs, and irrigation canals fill with silt.

Likewise, as the rich countries continue their pursuit of affluence and the poor countries strive desperately to catch up, the discharge of waste products into the ecosystem continues to rise. The discharge of these waste products--particularly the more persistent ones, such as DDT--creates global problems. DDT is nonbiodegradable; carried by the wind and tides, it circulates freely throughout the biosphere. In many parts of the world, levels of DDT have reached the point where they threaten the survival of certain animal species and pose a serious cancer risk to humans.

The use and abuse of the world's oceans represents still another example of environmental interdependence. The recent advances in technology which have vastly increased our knowledge of the seas have also made it easier for humans to do long-lasting damage to the marine environment. We are now able to exploit the mineral resources of the deep sea, drill for oil and gas at depths beyond any imagined a decade ago, and catch huge quantities of fish. The result, however, is an increase in the amount of pollutants discharged into the sea and a reduction in the vital elements necessary to sustain ocean life. In some areas, fishing has become so intense that the destruction of several species is a very real possibility.

The problem of ocean pollution raises questions about the role of advanced technology in an interdependent world--questions that pose a real dilemma for humankind as it approaches the 21st century. On the one hand, technological achievements--particularly mass communication

and international transport--have brought nations closer together and provided a basis for global cooperation. On the other hand, every advance in technology involves human and environmental costs. It is important that students become aware of the ways in which the growth of technology has affected the natural environment and human life styles.

The lessons and materials in this unit illustrate how each of us shapes and is shaped by the environment. Once students begin to recognize the extent of their individual and group responsibilities for their surroundings, they can begin to analyze and evaluate alternative models for using technology, protecting the biosphere, and managing the world's resources.

Source: "Global Issues," Activities and Resources for the High School Teacher, Switzer, Kenneth A., Mulloy, Paul T., SSEC....CTIR.

Printed by permsission of CTIR Publications, University of Denver, Denver, CO 80208.

LAW OF THE SEA

UNITED STATES

You are negotiators for the United States at the Law of the Sea Working Group. U.S. based companies are developing the technologies to be able to mine deep sea minerals, especially the nodules on the seabed. These companies and labor unions are lobbying the U.S. government to declare that deep sea mining is a legal right as part of the notion of the freedom of the high seas. Thus, they want to be able to mine the deep seabed in order to make profits on their huge investments in this technology. They claim that proposals to let the International Seabed Authority mine these nodules will be a disincentive to the development of new technologies and to the opening of possible new sources of other metals and petroleum. You want the ISA to encourage, not restrain, production and to foster investment and development which would result in financial benefits for all.

UGANDA

You are negotiators for Uganda at the Law of the Sea Working Group. Uganda is a Third World Country that does not have any coastline. You want an International Seabed Authority with a mining arm, the Enterprise, to have a monopoly over the exploitation of the seabed's resources, including nodules, other metals, and petroleum. You want the profits, as part of the "common heritage of (hu)mankind", to go to help with the economic development of the Third World. Your government wants to be able to participate somehow in this mining process, whether in the mining itself, or processing or investment. You also want protection against the possibility of future cartels.

CANADA

You are negotiators for Canada at the Law of the Sea Working Group. You are a major supplier of minerals, and you fear that seabed production will substantially reduce the prices of your minerals by 1/3 to 1/2. Thus, you want protection and/or a compensation against such possible losses. You also want to be able to continue to attrack investments for the development of new mines on land. You want Canada to be able to participate in future deep-sea mining operations, either through your own companies or through the International Seabed Authority's mining arm, the Enterprise.

LAW OF THE SEA

Directions:

1. Read through the Declaration of Principles, especially noting articles 1, 4, 7, and 9. (The "international regime" referred to in article 9 is generally referred to as the International Seabed Authority.) This declaration was adopted by the U.N. General Assembly in 1970 by a vote of 108 - 0 - 14 (the USSR and Eastern European countries abstaining).

2. Given this overwhelming agreement for these principles, what general approach will you propose for how deep seabed should be mined and regulated? (What, how, by whom?)

3. What proposals will you make for sharing the resulting resources and profits with all of humankind according to article 1? Support your proposals with your reasons.

4. What are some of the long term interests you have in settling this dispute and concluding a Law of the Sea treaty?

BEST COPY AVAILABLE

LOS BACKGROUND READINGS

Mining the deep: who's in charge?

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Over a hundred years ago a British scientific expedition set off aboard the H.M.S. *Challenger* on a round the-world trip to learn more about the animals and plants that live in the sea at great depths. In the course of their 69,000-mile journey, the scientists made the initial discovery of pebble-like manganese nodules on the ocean floor.

Lying in a single layer half-buried in oozy mud at depths of 12,000 feet or more, mineral-bearing nodules cover millions of square miles (see map). Thought to be formed by metal particles in seawater attaching themselves to a "seed"—sharks' teeth, basalt, bone or metal—the nodules contain most of the mineral elements known

Manganese nodules photographed on Pacific seabed

to man. Nodules of potential commercial interest contain up to 30 percent manganese, an essential ingredient in the manufacture of all steels; 1.4 percent nickel, used to make stainless and other high-performance steels; 1.2 percent copper, used primarily in the manufacture of electrical apparatus and wire; and 0.25-0.30 percent cobalt, used to make high-performance magnets, sophisticated electromagnetic devices for communication and control systems, as well as space-age metal alloys. The U.S. imports all of its manganese and cobalt, more than 90 percent of its nickel and 10-20 percent of its copper.

Though the value of the metals contained in the nodules on the deep seabed can only be guessed at, it could surpass one trillion dollars. The potential, in any event, is great enough to have convinced companies interested in deep-sea mining, such as U.S. Steel, Kennecott Copper, Lockheed, and Inco Ltd. of Canada, to form joint ventures or consortia to share the risks and the large investments required. The four major consortia collectively have spent some $200 million on technology, equipment, testing and prospecting. By the time commercial production begins, they will probably have spent at least $2 billion more. Each mine site will require a capital investment of $500 million or more. An on-shore processing plant will cost another $500 million to $1 billion. By the early 21st century, nodules could provide the world's consumers with more than half of their nickel and manganese, and all of their cobalt.

Though seabed mining has not moved from the test to the commercial stage, insiders consider the complex technology well-advanced, if not proven. The difficulty of dredging the nodules from the ocean floor has been likened to "standing on the top of the Empire State Building, trying to pick up small stones on the sidewalk using a long straw, at night." The equipment developed to perform this feat includes specially designed ships, a vacuum-cleaner type head that sucks nodules into a pipe trailed by the mining ships, and a continuous line of dredge buckets traveling between two ships and extending down to the ocean floor.

How soon commercial mining of the seabed will get under way is uncertain. Until a year or two ago the target date was 1985. That is still the target of Lockheed's Ocean Minerals Co., but Kennecott Copper considers the late 1980's more realistic. There are a number of reasons for a delay, some of them economic. Current land-based overproduction of nickel, which Lockheed considers the key to the commercial success of ocean mining, has resulted in a glut which could continue past 1980. It has also severely depressed the price of nickel. Last year nickel sold for $2.00 to $2.10 per pound. To justify ocean mining, the price would have to rise to at least $2.80 to $3.20. The inevitable need for additional minerals to supplement those from present sources may not be felt until 1990.

Perhaps the major reason for delay, however, is political. Uncertainty about the outcome of UNCLOS and the continuing unsettled international status of deep seabed resource development have made companies unwilling or hesitant to commit additional funds for ocean mining research and development. Investment risks would be reduced, as the mining interests see it, by conclusion of an acceptable law of the sea treaty—or by the kind of domestic legislation the mining interests favor.

World law for the seabed?

Unlike many of the issues where nations divide along geographic lines, the seabed debate has split the conference into two economic blocs - the haves and have-nots, the minority of industrial nations and the majority of the less-developed countries organized in the Group of 77. From the beginning the two groups have disagreed on just about everything except the idea that the deep seabed's resources are part of the common heritage of mankind and should—to a lesser or greater extent—be shared.

But even on this point there are differences. Translating the common heritage concept into treaty obligations and rights has proved to be a difficult undertaking.

At the outset of substantive discussions in Caracas in 1974, the Group of 77 wanted an International Seabed Authority with its mining arm, the Enterprise, to have a monopoly over the exploitation of the seabed's resources. This would guarantee developing countries participation in the technology, operation and development of seabed mining and a share in the profits. They wanted the authority to control not only nodule mining but *all* resources of the ocean and seabed—petroleum, various gases, sulphur, salts, etc. as they become commercially interesting. They wanted it to fix prices, regulate markets and limit production to protect producers of land-based minerals who fear that seabed minerals will depress the price of their products. The authority's policies would be decided on a one-nation, one-vote basis, which would give the developing countries a decisive majority.

The industrial countries with ocean-mining interests wanted assured access to the seabed's wealth and opposed giving an international authority a monopoly. They wanted private corporations to be able to mine sites under specific, fair and objective conditions and to enjoy security of tenure. They wanted the International Seabed Authority structured in such a way that it would reflect the interests of all - consumers, producers and investors—and would not be dominated by the developing countries. The authority, they argued, should encourage, not restrain, production and foster investment and development which would result in financial benefits for all.

ANNEX II

DECLARATION OF PRINCIPLES GOVERNING THE SEA-BED AND THE OCEAN FLOOR, AND THE SUBSOIL THEREOF, BEYOND THE LIMITS OF NATIONAL JURISDICTION

Resolution 2749 (XXV), adopted by the General Assembly on 17 December 1970

The General Assembly,

Recalling its resolutions 2340 (XXII) of 18 December 1967, 2467 (XXIII) of 21 December 1968 and 2574 (XXIV) of 15 December 1969, concerning the area to which the title of the item refers,

Affirming that there is an area of the sea-bed and the ocean floor, and the subsoil thereof, beyond the limits of national jurisdiction, the precise limits of which are yet to be determined,

Recognizing that the existing legal regime of the high seas does not provide substantive rules for regulating the exploration of the aforesaid area and the exploitation of its resources,

Convinced that the area shall be reserved exclusively for peaceful purposes and that the exploration of the area and the exploitation of its resources shall be carried out for the benefit of mankind as a whole,

Believing it is essential that an international regime applying to the area and its resources and including appropriate international machinery should be established as soon as possible,

Bearing in mind that the development and use of the area and its resources shall be undertaken in such a manner as to foster the healthy development of the world economy and balanced growth of international trade, and to minimize any adverse economic effects caused by the fluctuation of prices of raw materials resulting from such activities,

Solemnly declares that:

1. The sea-bed and ocean floor, and the subsoil thereof, beyond the limits of national jurisdiction (hereinafter referred to as the area), as well as the resources of the area, are the common heritage of mankind.

2. The area shall not be subject to appropriation by any means by States or persons, natural or juridical, and no State shall claim or exercise sovereignty or sovereign rights over any part thereof.

3. No State or person, natural or juridical, shall claim, exercise or acquire rights with respect to the area or its resources incompatible with the international regime to be established and the principles of this Declaration.

4. All activities regarding the exploration and exploitation of the resources of the area and other related activities shall be governed by the international regime to be established.

5. The area shall be open to use exclusively for peaceful purposes by all States, whether coastal or land-locked, without discrimination, in accordance with the international regime to be established.

6. States shall act in the area in accordance with the applicable principles and rules of international law, including the Charter of the United Nations and the Declaration on Principles of International Law concerning Friendly Relations and Co-operation among States in accordance with the Charter of the United Nations, adopted by the General Assembly on 24 October 1970, in the interests of maintaining international peace and security and promoting international co-operation and mutual understanding.

7. The exploration of the area and the exploitation of its resources shall be carried out for the benefit of mankind as a whole, irrespective of the geographical location of States, whether land-locked or coastal, and taking into particular consideration the interests and needs of the developing countries.

8. The area shall be reserved exclusively for peaceful purposes, without prejudice to any measures which have been or may be agreed upon in the context of international negotiations undertaken in the field of disarmament and which may be applicable to a broader area. One or more international agreements shall be concluded as soon as possible in order to implement effectively this principle and to constitute a step towards the exclusion of the sea-bed, the ocean floor and the subsoil thereof from the arms race.

9. On the basis of the principles of this Declaration, an international regime applying to the area and its resources and including appropriate international machinery to give effect to its provisions shall be established by an international treaty of a universal character, generally agreed upon. The regime shall, inter alia, provide for the orderly and safe development and rational management of the area and its resources and for expanding opportunities in the use thereof, and ensure the equitable sharing by States in the benefits derived therefrom, taking into particular consideration the interests and needs of the developing countries, whether land-locked or coastal.

10. States shall promote international co-operation in scientific research exclusively for peaceful purposes:

(a) By participation in international programmes and by encouraging co-operation in scientific research by personnel of different countries;

(b) Through effective publication of research programmes and dissemination of the results of research through international channels;

(c) By co-operation in measures to strengthen research capabilities of developing countries, including the participation of their nationals in research programmes.

No such activity shall form the legal basis for any claims with respect to any part of the area or its resources.

11. With respect to activities in the area and acting in conformity with the international regime to be established, States shall take appropriate measures for and shall co-operate in the adoption and implementation of international rules, standards and procedures for, inter alia:

(a) The prevention of pollution and contamination, and other hazards to the marine environment, including the coastline, and of interference with the ecological balance of the marine environment;

(b) The protection and conservation of the natural resources of the area and the prevention of damage to the flora and fauna of the marine environment.

12. In their activities in the area, including those relating to its resources, States shall pay due regard to the rights and legitimate interests of coastal States in the region of such activities, as well as of all other States, which may be affected by such activities. Consultations shall be maintained with the coastal States concerned with respect to activities relating to the exploration of the area and the exploitation of its resources with a view to avoiding infringement of such rights and interests.

13. Nothing herein shall affect:

(a) The legal status of the waters superjacent to the area or that of the air space above those waters;

(b) The rights of coastal States with respect to measures to prevent, mitigate or eliminate grave and imminent danger to their coastline or related interests from pollution or threat thereof or from other hazardous occurrences resulting from or caused by any activities in the area, subject to the international regime to be established.

14. Every State shall have the responsibility to ensure that activities in the area, including those relating to its resources, whether undertaken by governmental agencies, or non-governmental entities or persons under its jurisdiction, or acting on its behalf, shall be carried out in conformity with the international regime to be established. The same responsibility applies to international organizations and their members for activities undertaken by such organizations or on their behalf. Damage caused by such activities shall entail liability.

15. The parties to any dispute relating to activities in the area and its resources shall resolve such dispute by the measures mentioned in Article 33 of the Charter of the United Nations and such procedures for settling disputes as may be agreed upon in the international regime to be established.

* *** *

WORKSHEET #2 4

SOUNDINGS

VOL. 7, NO. 3
JULY 1982

Law of the Sea News & Comment

U.S. Opts Not to Sign LOS Treaty

by Arthur Paterson

President Reagan announced on July 9, 1982, that the United States will not sign the U.N. Law of the Sea Convention as adopted by the Third United Nations Conference on the Law of the Sea (UNCLOS III). "Our participation in the remaining conference process will be at a technical level," he said, and will be restricted to participation on "those provisions that serve United States interests."

This announcement emerged just three days before UNCLOS III Drafting Committee meetings convened in Geneva, where U.S. Ambassador Thomas Clingan continues to chair the English language working group. In response to the U.S. announcement, a spokesman for the U.N. Secretary-General released a statement in Geneva when the meeting opened on July 12 which read: "The Secretary-General is confident that the entry into force of a convention with such broad support will not take too long and that even those states that have to defer their ratification will accede to the convention at a later stage."

No Surprise

Few were surprised by the outcome of the President's decision. The U.S. had already voted against treaty adoption at the close of the 11th session of the nine-year negotiations due to "the deep conviction that the U.S. cannot support a deep sea mining regime with such major problems." At the same time, the President's review of the treaty concluded that "those extensive parts dealing with navigation and overflight and most other provisions of the Convention are consistent with United States interests and, in our view, serve well the interests of all nations."

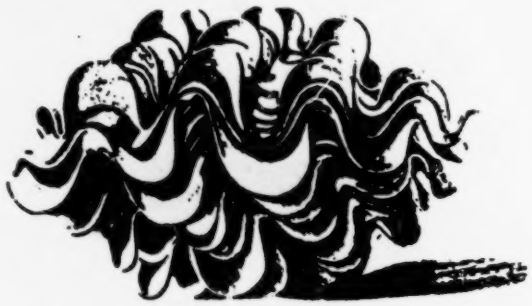
Nevertheless, a number of U.S. allies were unprepared for the timing of the Reagan decision. Their expected consultations with Administration officials prior to the decision were postponed until after the key National Security Council meeting on June 29th, which laid the groundwork for the President's action. Several of these states are participants in seabed mining and their decisions on the treaty are critical to the success of a mining regime. They joined other allies in criticizing the United States and pointed out that the substance and timing of the U.S. decision further diminish opportunities to introduce limited changes to the troublesome seabed texts.

The President's announcement seemed designed to influence the final disposition of such key states as the United Kingdom and the Federal Republic of Germany against the treaty and to pull them toward an alternative mining regime, outside the international treaty framework. The President's statement underlined that, while small in number, the states which abstained or voted against the treaty "provide more than sixty percent of the contributions to the United Nations." (In addition to the U.S., Israel, Turkey and Venezuela voted against treaty adoption; those abstaining were Belgium, the Federal Republic of Germany, Italy, Luxembourg, the Netherlands, Spain, Thailand, the United Kingdom and the Eastern European nations except Romania.)

A Minimal Step

A senior Administration official *did* announce on July 9 that the U.S. would sign the Final Act of UNCLOS III, scheduled to take place in December, 1982, but he added that the U.S. would not participate in the work of the Preparatory Commission. Although signing the Final Act has no legal significance and only registers presence at the negotiations, in the case of the LOS Conference it would also entitle the U.S. to observe in the Preparatory Commission, without a vote, and thus influence the drafting of technical seabed mining rules there.* Signature of the Convention itself would have allowed participation with full decision-making powers. President Reagan's decision thus seems bent on completely withdrawing the U.S. from any further participation in the

*The Preparatory Commission will convene 60-90 days after 50 nations sign the Convention.



Ocean Education Project, 100 Maryland Ave. NE, Washington, DC 20002

multilateral UNCLOS process after 1982. Yet the groundswell of opinion to the contrary could encourage a reconsideration of this one element of the President's decision. Those who recognize that the current Administration will not reverse its decision not to sign the Convention stress that until the viability of alternatives to the Convention has been adequately proven, it does not make sense for the United States to forego all efforts to improve a treaty to which we might someday adhere. Even the 30 Senators who wrote President Reagan on June 28 (see accompanying article) came down in favor of his "exploring possibilities for a more acceptable international regime."

Nor did a new definition of a national oceans policy accompany the Presidential decision. A senior Administration official said on July 9 that the U.S. would further its national interest through bilateral and multilateral measures. "I do not think we will be isolated," he commented. The U.S. is betting that its insistence that such key treaty benefits as navigation rights are customary international law will go without serious challenge. In addition, it is banking on the successful conclusion of a limited agreement among the key pioneer mining nations—the Reciprocating States Agreement (RSA). In their view, this could serve as a first step toward a mining regime outside the treaty. However, many observers believe that the Convention will enter into force as international law and that it is likely that a number of U.S. allies, including pioneer mining states, will adhere to it. Signature of the RSA is therefore in trouble, because once the Convention enters into force, states party to it are expressly prohibited from recognizing claims of states not party to the Convention. Currently being explored to resolve overlapping claims among pioneers is the possibility of reaching agreement through some alternative mechanism which is neutral and nonprejudicial with respect to any country's position on treaty signature and ratification.

Restatement of Objections

The President's key objections to the treaty's seabed mining sections include:

- provisions that would deter future development of deep seabed mineral resources;
- a decision-making process in the new International Seabed Authority which is thought not to give the U.S. a role commensurate with its interests;
- provisions that would allow amendments to enter into force for the U.S. without its approval during the treaty review in 15 to 20 years;
- mandatory transfer of technology and the possibility of national liberation movements sharing in benefits from international seabed mining;
- absence of assured access to seabed miners for future qualified deep seabed minerals.

What Is the Law of the Sea?

In 1958, responding to what was known as "creeping jurisdiction," sixty-eight countries met to negotiate a treaty which would govern territorial claims and uses of the ocean.

This was the first United Nations Law of the Sea Conference. It produced four conventions concerning: The High Seas; Territorial Sea and Contiguous Zone; the Continental Shelf; Fishing and the Conservation of Living Resources of the High Seas. Agreement could not be reached on how far out countries could claim as their territory and on how far out they would enjoy preferential rights to fish.

To resolve this particular problem the Second United Nations Law of the Sea Conference was called in 1960. However, it too failed to resolve these problems.

In 1973 the Third United Nations Conference on the Law of the Sea convened. After eight years of negotiations the Conference agreed on a Convention governing territorial claims and all other uses of the oceans.

Major Treaty Provisions

- 12-mile territorial sea, which extends a nation's absolutely sovereignty out to 12 miles, with the exception of innocent passage rights for ships.
- 200-mile exclusive economic zone (EEZ), where coastal nations have specific rights over fish, oil, gas, environmental protection, and the conduct of marine scientific research.
- Revenue-sharing with the international community from oil and gas extracted beyond 200 miles on a coastal nation's coastal shelf.
- Unimpeded transit for ships, airplanes, and submarines through the high seas, national EEZ's and international straits less than 24 miles wide.
- Transit to the oceans and rights to a share of coastal state fish resources for land-locked countries.
- International pollution standards for ships which also allow coastal states to impose stricter standards on ships entering their own ports.
- Acceptance of the principle that the seabed and subsoil beyond national jurisdiction are the common heritage of humanity.
- Creation of an international body to manage this international area.
- Provisions to allow private companies, states, and an international mining body to develop resources in the international area.
- International revenue-sharing from development of deep seabed resources.
- Unique binding international dispute settlement procedures for the majority of ocean-related disputes.

Courtesy of Texas Coastal and Marine Council

What Made the Third Conference a Success

- for the first time almost every nation was able to participate fully in the negotiating and writing of an ocean treaty by which they would be governed. A hundred and sixty countries participated; for many African and Pacific Island nations this was the first time they had been able to represent their own interests in an international conference.

- The Treaty was written as a package. It is not four separate treaties but one treaty to be accepted as a whole. Writing the Treaty in this manner allowed nations to concede on some issues in order to gain on others.

- The Treaty was developed by consensus. Thus no votes were taken until the very end; rather compromise positions were reached. An advantage of consensus over voting is that nations who vote against a proposal and lose feel they have been railroaded. Consensus requires all participants to make good faith efforts to accommodate the interests of others as well as their own, and the end product tends to be more widely acceptable.

- The Conference formed small, workable negotiating groups able to hammer out specific problems which were then presented to the whole group for decision.
- Both outstanding leadership ability and mutual respect and friendship prevailed among the delegates; they respected each other and did not view their counterparts as enemies to be overcome.

Precedents Set by This Treaty

- First time 160 nations have negotiated and written a treaty.
- One of the most comprehensive and technical negotiations ever undertaken, proving that the United Nations forum can be a place to resolve peacefully complex technical issues of international importance.
- First time a natural resource has been put under common international management instead of being divided up among nations.
- Potential for the international institution created by the Treaty to manage the common heritage area as a self-sufficient body by raising its own revenue from taxes on minerals recovery.
- First time 119 delegates have signed a treaty the day it was opened for signature.
- The Common Heritage concept has been given international recognition and may now be applied in other treaties concerning common resources, such as outer space.

Four Things to Remember About the Treaty

- It was negotiated by 160 nations.
- It was negotiated in the six official United Nations languages (French, English, Spanish, Arabic, Russian, Chinese).
- It was written by consensus.
- It deals with all aspects of ocean use.

How Many Countries are Members of the Treaty?

As of September 1983, 131 nations had signed the Treaty and there were nine ratifications (Bahamas, Belize, Egypt, Fiji, Ghana, Jamaica, Mexico, the UN Council for Namibia, and Zambia).

When Will the Treaty Become Law?

One year after sixty nations have ratified the Treaty.

What Next Now That There is a Treaty?

Two major tasks remain. One is the preparatory work to establish the International Seabed Authority (ISBA) which will govern the common heritage. The other is to produce the technical rules, regulations, and procedures for seabed mining. Both of these assignments will be handled by the Preparatory Commission. Members of the Treaty and observers will meet at least twice a year to accomplish these two functions. Once the Treaty enters into force, the Preparatory Commission's mandate will expire and the ISBA will begin its work, headquartered in Kingston, Jamaica.

The full text of the Treaty (a voluminous 218-page document) should be available from the Law of the Sea Office, United Nations, New York, NY 10017.

PrepCom Concludes First Session

by Lee Kimball

Despite a sluggish beginning, the Preparatory Commission for the Law of the Sea (LOS) Convention is now launched on its way toward undertaking the substantive tasks before it. It must prepare for the establishment of the institutions created by the 1982 Convention—the International Seabed Authority, its operating arms the Enterprise, and the International Tribunal on the LOS—and draft the technical rules and regulations to implement the Treaty's deep seabed mining regime. It faces one overriding challenge: Can it carry out its work in a manner that maintains support for the Convention? PrepCom must nail down and clarify enough of the details of the seabed mining regime assigned to the rule-making process to gain the confidence of those mining states that have not yet signed the Convention. At the same time, it must be careful not to inflate the Commission bureaucracy and costs, nor to prematurely elaborate rules and regulations that would be too detailed in light of the delay in commercial prospects for deep seabed mining. Mining technologies may have changed significantly by the time commercial mining does commence.

The Commission met for two four-week sessions in Kingston, Jamaica, in March/April and August/September, 1983, to complete organizational matters. Chairman Joseph S. Warioba of the United Republic of Tanzania shepherded through agreements on the allocation of tasks among four Special Commissions and the plenary of the Commission, on the election of officers from among the five United Nations regional groups, on guidelines for the registration of pioneer investors in seabed mining by the Commission, and on decision-making within the Commission. The rules of procedure for the Commission were adopted by consensus.

When the Commission reconvenes March 19 to April 13, 1984, it will have before it a number of background and discussion papers produced by the U.N. Secretariat that were requested at the close of the August/September session. These will help focus the tasks of the Commission and will facilitate selection of priorities. As a first priority, the Plenary of the Commission will consider and adopt rules to implement Resolution II governing registration of pioneer investors in seabed mining. Agreement to do so permitted the Soviet Union to go along with Chairman Warioba's proposals for organization of work, because the U.S.S.R. has been insistent that the Commission acknowledge its pioneer submission. In addition to resolution of this Soviet pioneer submission issue, the second major difficulty facing the Commission last spring and during the early part of the fall session has also been satisfactorily resolved: that is, the manner of participation by the nations that have signed only the Final Act of the Third UNCLOS but have not yet signed the 1982 Convention. These countries include four of the key pioneer seabed mining nations—the United Kingdom, Federal Republic of Germany, Belgium, and Italy—that are taking part in the deliberations of the Commission, as well as the United States, which has refused to participate further in the implementation of the Convention. These observer nations will be able to take part fully in all Commission discussions and working groups, but they may not actually vote when decisions are formally made. Agreement on this issue was critical to the future of mining state support for the work of the Commission and bodes well for a pragmatic approach to completing the substantive work of the Commission.

The guidelines worked out for registration of pioneer investors by the Commission also helped win the backing of the mining states, although these states have indicated that they do not believe the guidelines are sufficiently exhaustive. The guidelines give special emphasis to consideration by a technical body of applications and accord the 36-member General Committee of the Commission executive authority to carry out registration of pioneers.

Finally, with respect to decision-making, the Rules of Procedure reaffirm the Memorandum of Understanding produced by the spring session of the Commission, which stated that all decisions requiring consensus in the LOS Convention and those related to the implementation of Resolution II would require consensus in the Commission. In addition, consensus must also be obtained on the final reports of the Commission, covering all matters within its mandate, and any financial obligations on member states not provided for in the budget of the Preparatory Commission, approved by the General Assembly as part of its regular budget each fall, would also require consensus. These latter two decisions will reassure participants that all states will have a final crack at improving the acceptability of the Commission's work when the final reports are about to be completed and that there will be some constraints on the expansion of Commission activities.

Eighty-two national delegations and sixteen observer delegations took part in the August/September meeting of the Commission. There are now 131 signatures to the LOS Convention and nine ratifications: Belize, Egypt, Fiji, Ghana, Bahamas, Jamaica, Mexico, Zambia, and the U.N. Council for Namibia.

The allocation of work within the Commission is as follows:

Special Commissions:

(1) Potential problems of land-based, developing nation producer states likely to be most seriously affected by production of minerals from the international seabed, chaired by Hasjim Djalal of Indonesia.

(2) Measures for the early and effective operation of the Enterprise, chaired by Lennox Ballah of Trinidad and Tobago.

(3) Rules, regulations, and procedures for the development of seabed mineral resources (the mining code), chaired by Hans Sondaal of the Netherlands.

(4) Arrangements for the establishment of the International Tribunal of LOS, chaired by Gunter Goerner of the German Democratic Republic.

Three major topics will be taken up in the *Plenary* of the Commission: (a) preparation of rules, regulations, and procedures dealing with administrative, financial, and budgetary matters of the Authority; (b) the implementation of Resolution II governing preparatory investments by pioneer deep seabed miners; and (c) the final reports of the Commission.

The Commission will meet twice a year in four-week sessions, one to be held in Kingston and the other rotated between New York, Geneva, and Kingston. The second 1984 meeting will convene in either New York or Geneva. According to the rules of procedure, meetings of the plenary and of the Special Commissions will be held in public, unless determined otherwise, and non-governmental organizations may be invited to attend all such meetings.

BRAINSTORMING THE YEAR 2010

A. The earth's major source of oxygen is now seriously threatened, for the use of chemicals and other pollutants are killing off the oxygen-producing plankton in the world's oceans at an accelerated rate. It is estimated that approximately 70 percent of the world's oxygen is produced by plankton. Oceanographers have indicated that the world's oceans are dangerously close to ceasing to be a potential source of food supply for the world's bulging population due to accidental and intentional oil spills, contamination by pesticides and other chemicals, radiation waste, and other forms of pollution during the past 50 years.

B. Mounting evidence from research indicates that noise pollution has become a definite hazard as serious as any other form of pollution. There is strong medical evidence to indicate that noise from jet planes, loud music, city traffic, major construction, and even household appliances appear to cause high blood pressure and heart attacks in people already suffering from existing cardiac conditions. Sonic booms may be threatening the mental stability of unborn babies. High blood pressures, heart conditions, and nervous disorders developed in normally healthy individuals also seem to be caused by noise pollution, according to results of scientific research. It has also been known for many years that people in technologically advanced and highly industrialized countries have suffered an appreciable loss of their hearing due to noise pollution.

From: Focusing on Global Poverty and Development by Jayne Millar Wood
Overseas Development Council

"WANTS, NEEDS AND RIGHTS"

Objectives

Participants will

1. Differentiate among the concepts of "human rights," "secondary rights," "needs," and "wants," based on their own operational definitions.
2. Identify two different assumption bases for defining rights, namely, equity and equality.
3. Relate their operational definitions of rights to the United Nations Universal Declaration of Human Rights.

Minutes	Activities	Materials
	1) Use the list in Worksheet 27, or make another list of approximately 25 to 30 items from the participants' personal experience. Make enough copies of the list for each individual or small group; cut each list into its separate items and place each list in a separate envelope.	Worksheet 27 envelopes
5	2) Divide group into small groups of 3 to 5. Distribute envelopes with cut-up lists and Worksheet 28 to each small group.	Worksheet 28
10	3) Instruct participants to place the items in the envelopes into two piles on Worksheet 28 under the two headings of "Basic Needs" or "Personal Wants." If participants ask if this applies to the U.S. or to the world at large, tell them it's up to them to decide.	
20-30	4) After most or all the small groups have made their two piles, instruct them to write the following headings onto Worksheet 28 down the left side: "Human Rights," "Secondary Rights," "Not a Right." Then instruct them to subdivide their two original piles into these three additional groupings. (Do not define these categories for participants; respond to their questions with, "Use your own operating definitions." The author defines "Human Rights" as a right accorded to each person according to the Universal Declaration of Human Rights just because each person is a human being, and "Secondary Rights" as a right if it does not deny someone else of a basic human right. The distinction here is between primary, "inalienable" rights universally due to every human being, and secondary rights derived from a particular culture or society.)	
	5) Group Discussion.	
	a. On what items was there easy agreement in your small group? Disagreement? Go around and ask each group to tell how they classified the difficult items. How did the group resolve these differences, if it did?	

FORMULAS FOR FAIRNESS
For possible use on the board

EQUITY BASIS FOR DEFINING SOCIAL JUSTICE

$$\text{Justice} = (\text{Equal Opportunity}) \frac{\text{Unequal Rewards } [\text{e.g. higher pay}]}{\text{Unequal but proportional contributions } [\text{e.g. longer hours}]}$$

Explanation: Given the equity basis of social justice, justice involves the assumption that each person has the right and an equal opportunity to achieve whatever unequal rewards are possible, based on their making an unequal contribution - i.e., the rewards and the contributions are proportional to each other.

$$\text{Injustice} = \frac{\text{Unequal Rewards } [\text{e.g. higher pay}]}{\text{Unequal Opportunity } [\text{e.g. no opportunity to gain professional qualifications}]}$$

Or

$$\text{Injustice} = \frac{\text{Unequal Rewards } [\text{e.g. higher pay}]}{\text{Equal Contribution } [\text{e.g. same hours \& qualifications}]}$$

Explanation: Injustice involves people's receiving unequal rewards when all parties do not have an equal opportunity to gain these rewards. Injustice can also be when people receive unequal rewards when they have made an equal contribution. I.e., the rewards and contributions become disproportional.

EQUALITY BASIS FOR DEFINING SOCIAL JUSTICE

$$\text{Justice} \equiv \frac{\text{Unequal Rewards } [\text{e.g. higher pay}]}{\text{Common Humanity/Needs } [\text{e.g. based on number of dependents}]} \quad \text{(Regardless of Contribution)}$$

Explanation: Given the equality basis of social justice, justice involves deciding on the basis of one's humanity or need what unequal rewards are deserved, regardless of the contribution that person makes to the society or toward achieving the reward.

$$\text{Injustice} = \frac{\text{Unequal Rewards } [\text{e.g. higher pay}]}{\text{Unequal, Though Proportional, Contributions } [\text{e.g. longer hours}]}$$

Explanation: Injustice involves receiving unequal rewards on a basis other than need, e.g., for making an unequal, even though proportional, contribution.

MINIMUM FOOD

FOOD TREATS

ALL THE FOOD I CAN AFFORD

BICYCLE

CAR

LUXURY CAR

MASS TRANSIT SYSTEM

DISPOSABLE CONTAINERS

PLASTIC SANDWICH BAGS

SHELTER

SINGLE FAMILY HOUSE

AN APARTMENT

A JOB

A PROFESSION

CHOICE OF COHABITATING PARTNER(S)

JOINING A UNION

NOT JOINING A UNION

VACATION

UNEMPLOYMENT COMPENSATION

ELEMENTARY EDUCATION

SECONDARY EDUCATION

A HANDGUN

EQUAL PAY FOR EQUAL WORK

PETROLEUM PRODUCTS

THE THEATRE

FASHIONABLE CLOTHES

KIDNEY DIALYSIS MACHINE

FREE MEDICINE

HIGHER EDUCATION

A RIFLE

VACATION HOME

CHOICE OF MARRIAGE PARTNER

ONE SET OF CLOTHING

STEREO

TELEVISION

PRIVATE DOCTOR

HEALTH CLINIC

A PASSPORT

Worksheet 23

BASIC NEEDS	PERSONAL WANTS

II. The International Bill of Human Rights

A. Universal Declaration of Human Rights

Adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international to

secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and the security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was commited. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.

2. Everyone has the right to leave any country including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.

2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.

2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

2. Marriage shall be entered into only with the free and full consent of the intending spouses.

3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.

2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.

2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

2. Everyone has the right of equal access to public service in his country.

3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

"WHAT's FAIR?"

by

Jeffrey L. Brown, Executive Director
Global Learning, Inc.

What's fair? This is the basic question - and quest - of Social Justice. What does each person in the group, and each group in society deserve - whether it's things like food and clothing or whether it's ways of being treated? Recall the little kid in a neighborhood ball game yelling "No Fair!" when denied her rightful time at bat. Or again the famous quote from the American Revolution, "No taxation without representation." Or again, long-disadvantaged minorities demanding "affirmative action". Or more recently, the headline, "WORLD COURT SAYS IRAN MUST RELEASE HOSTAGES, PAY U.S." (N.Y. Times, May 25, 1980).

Social justice has been generally defined as the situation in which each person receives what is due to him or her. This sounds simple until we try to decide what is one's "due." The way you make this decision depends on how you answer two questions: Who is included in the group and thus to whom does the question of fairness apply? And secondly, from what assumptions are you working - assumptions of equality or assumptions of equity?

The first question is the question of context. People tend to be concerned for justice for those whom they identify as being in their community. For traditional peoples, this might be the tribe or the clan. As the nation-state system grew in Europe from the 1600's and into the 1900's, people's sense of loyalty was expanded to include a wider and wider group of people. Thus the nation became people's "community," and they were concerned with fairness beyond the inner circle of family and tribe. In the U.S. we've seen examples of this concern in the enforcement of civil rights laws by the federal government in various regions of our country and in people's response to other people's needs in the wake of a devastating hurricane or flood.

We are witnessing a profound extension of this expanding concern based on people's growing awareness that, now more than ever, the basic "community" cannot be contained by national borders. Even though each person has a national identity, we all participate in the human community. And thus our concern for fairness is being stretched more and more to encompass our brothers and sisters across the globe. Similar examples come to mind of people's responding to other peoples' needs around the world in the face of natural disasters or violations of their human rights. These are examples of a growing recognition that the context for social justice is now the "Global Village."

The second question that must be answered to decide what is a person's "due" involves the underlying assumptions about equality or equity. Both concepts will sound familiar to you because we're all making decisions based on them all the time; we just don't usually think about their differences.

The equity solution to the problem of how to distribute the goods of society says that a person should get back according to what she or he has put in. It is considered fair that a Super Star athlete should be paid hundreds of thousands of dollars - even millions - while his teammates receive much less because of

his unique contribution to the team's success or to the size of the viewing audience he attracts. Among teachers, those with a masters degree "deserve" more money than those with bachelor degrees because the former have put more into their educational preparation (and, it is also assumed, are thus better teachers).

The equity solution rests on another assumption as well. It is assumed that each person has an <u>equal opportunity</u> to move up the ladder, and this equality of opportunity is what makes unequal results, e.g., higher pay for some, still fair. In other words, if no women teachers were allowed to get a masters degree, and schools still rewarded persons who had masters degrees with higher pay than persons with bachelor degrees, this pay scale would be considered unfair and unjust.

On the other hand, the equality solution to the problem of how to distribute the goods of society says all persons should be treated equally, even if some persons can be considered to make greater contributions than others. The "input" that counts is not how much a person can do or pay, but rather their humanity and their human needs. What may first come to mind is Karl Marx's familiar quotation: "From each according to (their) ability; to each according to (their) needs." This of course was not an original idea with Marx. Traditional peoples, e.g., East Africans today or early day Jewish Christians (Book of Acts 5:32-35) have long treated members of their community in this way. Equality is also the theoretical basis for the United States legal system. Each person, whether rich or poor, famous or unknown, is supposed to receive equal treatment and equal justice under the law.

And thus we see that in practice, people frequently combine or alternate between these two different bases for deciding what is fair, what a person deserves. Not only is this mixing true in the little decisions of everyday life. It is also happening in the U.S. and in other countries that lean heavily toward the equity solution to the social justice question.

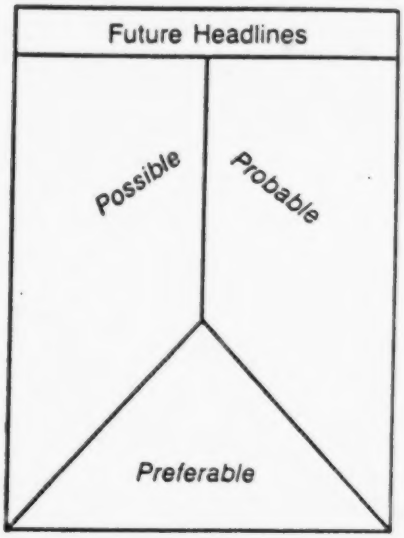
Some people are saying that in the context of our common human community - this shrinking globe with its great share of suffering - basic human needs should be met for all people even if they cannot afford to pay for their needs. Everyone should have enough food so they don't starve or suffer brain damage and physical deformity from near starvation. Everyone should have enough clothing to avoid sickness and death from exposure. Everyone should have a decent shelter from the elements. And so on.

Such proposals rest on the equality solution to the social justice question.

But once having made this proposal, many proponents will continue to believe that systems of equity are the fairest way to distribute other goods and services. What a person "deserves" to have after having the basic survival needs met depends on what they can pay. The money they pay is their "contribution" for which they receive the fashionable jeans, or the stereo - the "rewards."

What do you think? What's fair? And on what basis do you decide?

Future Headlines



Working in groups of three or four people, try to imagine newspaper headlines of the future—perhaps the year 2000. Try to think of headlines that you believe are *possible*, *preferable*, and *probable*. With a magic marker, divide a sheet of newsprint like this:

Then write your headlines, with at least one headline in each category.

Here are some definitions of possible, probable, and preferable that are adopted from a book on "future studies" called *Futures Unlimited:*

Possible Futures: what *may* be. This involves creating scenarios and describing alternatives, arising from the arts, history, and anthropology. Think imaginatively!

Probable Futures: what *will likely* be. This involves projecting trends and arises from our knowledge of history and the social sciences and our use of forecasting methods. Think critically!

Preferable Futures: what *should* be. This involves proposing images of humankind and the future, arising from philosophy, theology, social criticism, and utopian literature. What is your best vision?

The objectives of future studies emerge to be:

- To expand the range of *possible* futures, to extend our areas of choice and our areas of control.
- To define and clarify the content of *preferable* and *probable* futures so that both our goals and our tendencies may become better understood.
- To increase the area of intersection between preferable and probable futures to integrate our powers with our values, and to integrate our trends and our goals.

What do you think of these definitions? Does everything about the future fit into one of these three categories, or are some things inevitable? Impossible?

After about 15 minutes, the leader will ask your group to share your headlines with the other participants.

From: Peace Futuring: Resources for Participants. Office for Church in Society, United Church of Christ, 105 Madison Ave., NY, NY 10016

PRINCETON REGIONAL SCHOOLS

GLOBAL EDUCATION INSERVICE AND CURRICULUM DEVELOPMENT INSTITUTE

Evaluation of Institute - August 11-29, 1980

Directions: Please circle the number that best represents your evaluation of each item listed below.

		Useless				Useful
TEXTS:	Anderson, Lee. Schooling and Citizenship in a Global Age.	1	2	3	4	5
	Hanvey, Robert. "An Attainable Global Perspective."	1	2	3	4	5

COMMENTS REGARDING TEXTS AND SUGGESTIONS FOR IMPROVEMENT:

PART I:	Perspective and Perception	Useless				Useful
Day 1:	Views of the future exercise (optimism/pessimism)	1	2	3	4	5
	Brainstorm: Global Education	1	2	3	4	5
	Simulation: "Bafa Bafa"	1	2	3	4	5
Day 2:	Princeton in the World, the World in Princeton	1	2	3	4	5
Day 3:	Discussion and applications of Hanvey article	1	2	3	4	5

PART II:	Problems and Opportunities in a Global Age					
	A. Global Security					
Day 4:	Film and discussion - "The War Game"	1	2	3	4	5
	Alternative approaches to national security (lecture)	1	2	3	4	5
	Evaluating proposed solutions exercise (pro and con arguments)	1	2	3	4	5
	Films and discussion - "Cave People of the Philippines"	1	2	3	4	5

		Useless				Useful
Day 5:	Simulation - "Intervention" (South African scenario)	1	2	3	4	5
	Conflict management and resolution activities	1	2	3	4	5
	B. Economic and Human Development					
Day 6:	Simulation - "Baldicer"	1	2	3	4	5
	Film and discussion: "Paraiso"	1	2	3	4	5
Day 7:	Simulation - "Global Futures"	1	2	3	4	5
	Walter Dull's presentation on Philippines	1	2	3	4	5
Day 8:	New International Economic Order Slide/tape - "Sharing Global Resources"	1	2	3	4	5
	"Forecasts for the Year 2000" exercise	1	2	3	4	5
	C. Environment					
Day 9:	"Ocean as Ultimate Sump" exercise	1	2	3	4	5
	Slide/tape - "Monitoring Earth Resources from Space"	1	2	3	4	5
	Simulation - "Spaceship/Earth"	1	2	3	4	5
Day 10:	Law of the Sea exercise	1	2	3	4	5
	"Brainstorming the Year 2010" exercise (noise or plankton)	1	2	3	4	5
	Curriculum evaluation periods	1	2	3	4	5
PART III:	Curriculum Development					
Day 11, etc.	Kurt Long's presentation on Honduras	1	2	3	4	5
	Process for developing scope and sequence	1	2	3	4	5
Please evaluate the overall structure of the institute.		1	2	3	4	5

WORKSHOP FEEDBACK

For each work pair listed below, please indicate your opinion by placing a circle around the appropriate number.

A. PRESENTER

Unprepared	1	2	3	4	5	Well prepared
Limited knowledge of topic	1	2	3	4	5	Extensive knowledge of topic
Unresponsive to group needs	1	2	3	4	5	Responsive to group needs
Ineffective presentation	1	2	3	4	5	Effective presentation
Ineffective group leader	1	2	3	4	5	Effective group leader

Please explain negative and positive characteristics of presenter:

_____

_____

_____

B. CONTENT

Insufficient information	1	2	3	4	5	Sufficient information
Irrelevant	1	2	3	4	5	Relevant
Disorganized	1	2	3	4	5	Organized

Please explain negative and positive characteristics of content:

_____

_____

_____

C. HANDOUTS

Not useful	1	2	3	4	5	Useful
Illegible	1	2	3	4	5	Legible
Disorganized	1	2	3	4	5	Organized

Please explain negative and positive characteristics of handouts:

_____

_____

_____

D. What concerns, topics, issues were omitted from this institute that you would have liked to be included?

_____

_____

_____

_____

E. Next summer we plan to offer a one-week institute to a new group of teachers.

1. Please mark with an asterick those activities above that you feel are most important to include in that institute.

2. Please list below those activities you feel should be dropped.

_____

_____

_____

F. Overall, what was most helpful about this institute?

_____

_____

_____

_____

G. What other suggestions would you make to improve this institute?

Your grade level (optional):

K-5____ 6-8____ 9-12____

From: "Getting Started in Global Education: A Primer for Principals and Teachers," National Association of Elementary School Principals.

What Is Global Education?

Students in one middle school spend a semester learning about the various sources of energy available in the world, the different patterns of energy use from nation to nation, and the economic, ecological, and political implications of energy shortages. In another school, younger students take part in a unit on today's market basket. The questions they investigate include: Where was the food we eat grown, harvested, and packaged? Where did the raw materials and the technology for the packaging originate? Where did the spices our food is flavored with come from? And how different is our food from the food eaten in other countries?

These two activities, despite their obvious differences, have in common a global perspective, a way of looking at the world that stresses both diversity and interdependence. While there is no one single course of study that can be labeled "Global Education," effective global education has these elements in common: 1) it is interdisciplinary and continuing; 2) it focuses on the world as a system and on individuals as participants in that system; and 3) it promotes both basic knowledge of the world today and a heightened sensitivity to the interactions of the various parts of the world system and the consequences of those interactions.

Increasing numbers of states are developing guidelines defining global education and its objectives. One such definition was adopted in 1978 by the Michigan Department of Education:

Global education is the lifelong growth in understanding, through study and participation, of the world community and the interdependency of its people and systems—social, cultural, racial, economic, linguistic, technological, and ecological. Global education requires an understanding of the values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to implementation and application of the global perspective in striving for just and peaceful solutions to world problems.[1]

That definition was expanded upon by a federal task force in 1979:

Education for global perspectives is those forms of education or learning, formal or informal, which enhance the individual's ability to understand his or her condition in the community and the world. It includes the study of nations, cultures, and civilizations . . . with a focus on understanding how these are all interconnected and how they change, and on the individual's responsibility in this process. It provides the individual with a realistic perspective on world issues, problems and prospects, and an awareness of the relationships between an individual's enlightened self-interest and the concerns of people elsewhere in the world.[2]

It is important to stress that global education rests on—rather than detracts from—the student's sense of national citizenship. Global education means, as Ward Morehouse has pointed out, "that the basic civic literacy which prepares the individual for American citizenship must include a reasoned awareness of . . . the way that global problems impinge upon and are linked with American communities, large and small."[3] Global education, in other words, teaches students they are citizens not only of their own town, state, and nation, but of the world.

Objectives

Just as there are many definitions of global education, many goals and objectives have been identified by educators developing global education programs. Lee Anderson, a leader in the field, has identified specific capacities global education should foster:

1. A capacity to perceive oneself and all other individuals as members of a single species of life whose numbers share a common biological status, a common way of adapting to their natural environment, a common history, a common set of biological and psychological needs, common existential concerns, and common social problems.
2. A capacity to perceive oneself, the groups to which one belongs, and the human species as a whole as a part of the earth's ecosystem.
3. A capacity to perceive oneself and the groups to which one belongs as participants in the transnational social order.
4. A capacity to perceive oneself, one's community, one's nation, and one's civilization as both "culture borrowers" and "culture depositors" who both draw from and contribute to a "global bank of human culture" that has been and continues to be fed

contributions from all peoples, in all geographical regions, and in all periods of history.

5. A capacity to self-consciously perceive that the world system and its component elements are objects of perceptions, beliefs, attitudes, opinions, values, and assumptions on our part as well as the part of others.[4]

Identifying appropriate goals and objectives, such as those Anderson has set forth, is a crucial step in implementing an effective global education program, but it is by no means the only set of decisions educators need to consider. During their initial discussions, principals and teachers may find the following kinds of questions useful:

1. *Purposes and aims.* Should students be made aware of global issues regardless of community sensitivities to any of them? Are certain issues of such importance that they should be included in every student's education? If so, who decides which ones?

2. *Teaching approaches.* Should global studies be based primarily on the humanities, with concentration on literature, art, philosophy, or music? How much emphasis should be placed on traditional subjects like geography, history, or area studies? Should the program be organized around concepts, or around topics? How much emphasis should there be on values and on basic skills?

3. *Time, scope, and procedures.* Should global studies be offered at every grade level? What ideas and concepts should be emphasized at what age levels? Should new courses be created or new units developed?

4. *Materials.* What materials are available, and how good are they? Who can help determine their accuracy and objectivity? Are materials available at different reading levels and different interest levels?

5. *Teachers.* What specific additional training will teachers need? Can preservice and inservice experiences be provided that will do the job? Can workshops, outside consultants, local resource persons, or reading lists be used to help?

6. *Costs and evaluation.* Will additional funds be needed? If so, where do we get them? Can community resources be called on in this regard? What kind of evaluations are available? Do they fit our needs?[5]

While some of these questions may seem deceptively simple, arriving at answers for them may be more difficult than meets the eye. But as with any new school program, dealing with such concerns as these at the outset may save a great deal of time and energy later on—and assure a more effective educational experience. □

Goals in Global Education

In its 1978 Guidelines for Global Education, *the Michigan Department of Education outlined the following specific goals, which are offered as a sample of work that has been done at the state level.*

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

- Acquire a basic knowledge of various aspects of the world
- Develop a personal value and behavior system based on a global perspective
- Understand problems and potential problems that have global implications
- Explore solutions for global problems
- Develop a practical way of life based on global perspectives
- Plan for alternative futures
- Participate responsibly in an interdependent world.

In order to accomplish these goals, a school system should provide both cognitive and affective experiences, such as:

- Sequential study of world geography and at least one foreign language
- Sequential study involving the basic concepts of history, economics, politics, anthropology, science, and the arts
- A study of various social, political, and economic systems from a non-ethnocentric point of view
- A study of international labor, business, communication, and travel networks
- A study of the causes and effects of pollution and of the uses and abuses of energy
- A study of the global implications of natural disasters
- Encounters with artistic expressions of other cultural groups
- Involvement in scientific studies from a global perspective
- Awareness of instances of the denial of human rights
- Exposure to different religions
- Awareness of the causes and solutions of domestic and world hunger
- Awareness of world health problems
- Strategies for resolving personal, intergroup, and international conflicts
- Exposure to cultural activities of different racial and ethnic groups
- Participation in people-to-people exchange programs
- Person-to-person contacts with official and unofficial representatives of other countries
- Participation in community programs with a global orientation. □

NOTES

1. Guidelines for Global Education (Lansing: State of Michigan Department of Education, 1978).

2. *U.S. Commissioner of Education's Task Force for a Global Perspective, Report and Recommendations* (Washington: Government Printing Office, 1979).

3. Ward Morehouse, editor, "Toward the Achievement of Global Literacy in American Schools: Report on the Wingspread Workshop on Problems of Definition and Assessment of Global Education" (Washington: Council of Chief State School Officers, 1976), p. 2.

4. Lee F. Anderson, *Schooling and Citizenship in a Global Age: An Exploration of the Meaning and Significance of Global Education* (Bloomington: Mid-America Program for Global Perspectives in Education, 1979).

5. H. Thomas Collins, *Global Education and the States: Some Observations, Some Programs and Some Suggestions* (Washington: Council of Chief State School Officers, 1978), pp. 67-68.

Source: "Goal Descriptors for Global Studies: A Guide to Asking Questions About Learning Global Facts and Concepts in Wisconsin Schools, K-12." Wisconsin Department of Public Instruction, Bulletin 0908, n.d.

III. DEFINING GLOBAL STUDIES

Global studies is not an ideology, a discipline, or an definitive field of knowledge. It is the coming together of diverse endeavors resulting from a growing awareness of the impelling need to educate for life in a world of rapidly expanding demands and shared horizons. Whether or not global studies ever becomes a discipline, its implications for all of education are very broad, as are those of language, citizenship, ethnicity or self-realization.

Global studies should provide students with literacies and competencies necessary to the survival of humankind in a more humane world. Global studies includes the building of conceptual bridges whereby people learn from the past and present not only how to survive in the future, but also how to search for and nurture humanistic values, i.e., how to make life more enjoyable and just for humanity, including posterity.[43] Global education requires a better understanding of values and priorities of the many cultures of the world as well as the acquisition of basic concepts and principles related to the world community. Global education leads to the implementation and application of the global perspective in striving for just and peaceful solutions to world problems.

A global perspective based, multi-culturally derived, reasoning and activist education should be intellectually and morally stimulating, resulting in self-realizing, problem-solving, altruistic men and women of the world, who know and communicate with themselves, their groups, their nation, and their world.

IV. GLOBAL STUDIES K-12 EDUCATIONAL OBJECTIVES FOR STUDENTS[44]

1.0 To be able to understand humankind or human nature.

1.1 To be able to compare and contrast living and non-living things as well as human and non-human species.

1.2 To be able to explain the role of culture as part of the human accommodation with the environment and the symbiotic relationship between culture and nature, and to identify universal elements of culture.

1.3 To be able to identify major events and trends that have shaped the common elements of culture.

1.4 To be able to identify common problems that derive from various heritages.

1.5 To be able to recognize common needs and behaviors in different cultures.

1.6 To be able to identify different needs and behaviors by people from similar or different environments and traditions. (That is, "All men are brothers but all brothers are different.")[45]

2.0 To be able to understand the ecosystem and its relationships to humanity.

2.1 To be able to describe global earth as an ecosystem.

2.2 To be able to explain the dependency of present and future mankind upon the ecosystem.

2.3 To be able to describe how various life-styles affect the ecosystem over time.

2.4 To be able to explain how various life-styles ultimately affect the human species.

2.5 To be able to make choices among life-styles to minimize damaging effects upon the ecosystem and the human species (intergenerational responsibility).

2.6 To be able to appreciate alternative life-styles that cause no substantial harm to the ecosystem and human species but rather enrich them.

3.0 To be able to understand the global reservoir of human culture and its relationship to humanity.

3.1 To be able to recognize in one's own life and society the cultural traits common to other regions of the earth. (Kenneth Boulding has referred to universal elements as "super-culture.")

3.2 To be able to define and illustrate the totality of culture as a world reservoir of ideas and ways of doing things to and from which many individuals and societies have contributed and borrowed.

3.3 To be able, as a culture-borrower, to trace orgins of one's own technologies, beliefs, languages and institutions to other (past and present) societies.

3.4 To be able, as a culture creator, to recognize the influence of one's own cultural traits upon other cultures.

3.5 To be able to look open-mindedly and intelligently upon other's culture creations as potential ideas for culture-borrowing.

3.6 To be able to respect the judgment of other individuals and societies regarding the cultural ideas they wish to borrow, retain, or independently create (avoiding ethnocentric judgments).

4.0 To be able to understand the earth's social order and its relationships to humanity.

4.1 To be able to identify the links connecting one's own life and society with the rest of mankind and the earth (economic, social, military, ecological, technological, and other networks).

4.2 To be able to explain the nature of international activities and the impact of having international organizations.

4.3 To be able to recognize the interconnected organizations as collectively an international system, albeit one without a hierarchical structure.

4.4 To be able to recognize the activities of groups and organizations as having very extensive consequences for humanity.

4.5 To be able to recognize the uses and effects of various group dynamics or interaction techniques upon the human species, ecosystem, and human culture (e.g., peaceful conflict resolution).

4.6 To be able to "get along" with others' views about "getting along" within parameters that allow creative change instead of stagnation or destruction.

5.0 To be able to feel and care for all parts of humanity, including oneself.

5.1 To be able to recognize the emotions and values that are implicit as well as those that are explicit in expressions made by oneself and one's groups or societies as well as those of other persons and societies.

5.2 To be able to empathize with others' emotions and values while retaining one's identity and those of one's groups and societies.

5.3 To be able to enjoy and utilize one's individual and group emotions and values and vicariously those of others.

5.4 To be able to deal sensitively with the emotions and values of other persons and societies and to share one's own.

5.5 To be able to make choices which take into account not only the facts and reasoned judgments but also the emotions and values of all persons and societies to facilitate humane goal achievement.

5.6 To be able to respect other persons' and societies' choices which reflect their judgments, emotions and values, as long as their choices are reasonably harmless and humane.

6.0 To be able to see changes from various perspectives and the relevance of changes to humanity.

6.1 To be able to identify tradition and change at different times and places.

6.2 To be able to explain change from historical perspectives, "futures" perspectives and from various global space perspectives.

6.3 To be able to comprehend and describe multiple causation, feedbacks, time lags and space deterrents.

6.4 To be able to show some comprehension of trends, cycles and innovations.

6.5 To be able to show some comprehension of transformations of a society as well as times and places of stability and human and non-human causes and results.

6.6 To be able to understand and empathize with various attitudes, philosophies and roles regarding tradition and change.

7.0 To be able to understand that various people see the world in different ways or frames of reference.

7.1 To be able to recognize one's own biases, assumptions, and perspectives.

7.2 To be able to explain the origins of one's opinions and how they were acquired.

7.3 To be able to anticipate likely consequences to oneself and others of different world views.

7.4 To be able to recognize and empathize with others' different views, especially of one's own culture.

7.5 To be able to explain the origins of others' views and how they were acquired.

7.6 To be able to understand and communicate with people from different cultures.

8.0 To be able to understand and use decision-making processes with regard to humanity.

8.1 To be able to identify humanity, the ecosystem and human culture systematically and to recognize problems.

8.2 To be able to perceive choices that are available to any of humanity and to acquire information relevant to the choices.

8.3 To be able to use logic to process the information to determine the feasibility of choices.

8.4 To be able to reflect upon alternative consequences in relation to various ethical principles and to communicate choices.

8.5 To be able to work with others in analyzing the reasons for global problems and controversies or potential problems and controversies, and to collective decision-making.

8.6 To be able to recognize that singular habits of thought and culture are much less useful than collective human experience in the analysis and solution of world problems.

9.0 To be able to engage in reasoned and responsive action in relation to humanity, the ecosystem, culture, and the social order.

9.1 To be able to establish priorities among goals and among courses of action with varied chances of success, choices of action such as:

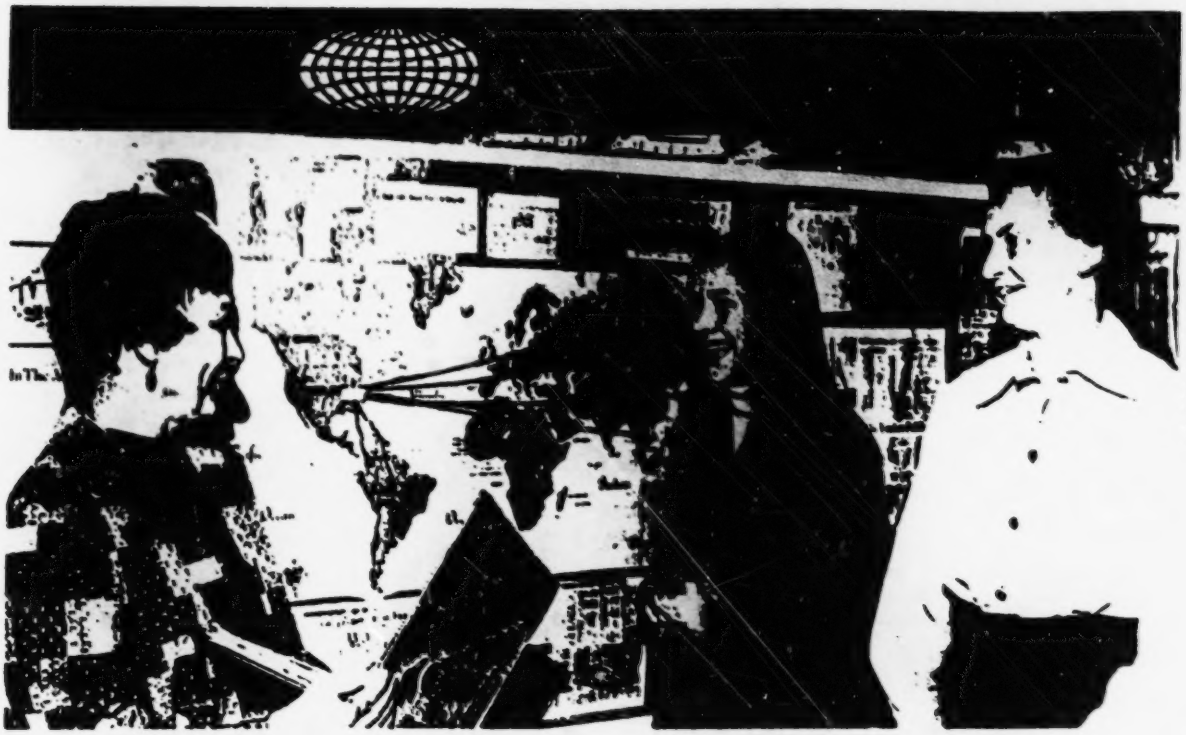
a. personal life-style choices
b. occupational placement choices
c. social actions
d. political actions
e. modeling and other educational influence
f. uses of clout or power (when consistent with ethical principles)
g. even inaction should be acknowledged as a choice of action

9.2 To be able and willing to follow through upon decisions.

9.3 To be able and willing to reevaluate circumstances to alter conclusions and courses of action as new evidence appears.

V. CURRICULUM SUGGESTIONS FOR SOCIAL STUDIES K-12

Quite a few of the objectives listed in Section IV above are likely to be perceived primarily as social studies objectives, but whoever acknowledges significant responsibility for any of them should pursue a systematic approach to curriculum revision, such as, a) determine which objectives are already in place, b) determine how the curriculum could conveniently be modified to accommodate other objectives, and c) determine what major curricular revisions seem to be necessary to accomplish remaining objectives.



Your Community in the World
The World in Your Community

By Chadwick F. Alger

Introduction: Our first Feature Section offers an educational approach that can be effective for both new and experienced teachers of global perspectives. Chadwick F. Alger, Mershon Professor of Political Science and Public Policy, and director of the Program in Transnational Intellectual Cooperation, Mershon Center, Ohio State University, originated this fruitful approach in the project "Columbus in the World: The World in Columbus."

Other educators have extended this teaching strategy to their cities and states. For example, the junior high school teachers shown in the photograph above have adapted the approach to a project on Peoria, Illinois. (The Indianapolis school system has developed a similar project, and the Ohio Council for the Social Studies is at work on a publication for that state.)

James M. Becker, director of the Center for Global Studies at Indiana University, and his colleagues used the approach in the publication "Your State and the World," which was prepared for the Council of Chief State School Officers. While this volume is now out of print adaptations have been made in the publications "Kentucky in the World" (1977) and "Minnesota in the World: The World in Minnesota" (1979), copies of which may be available from the education departments in these states. Both Chadwick Alger and James Becker are serving as consultants to the current Anthros project of the American Field Service which adapts many of their suggested approaches. Further details of this project are available from Neil Grove, AFS, 313 East 43rd St., New York, NY 10017.

The following text by Dr. Alger indicates some of the conceptual underpinnings of his approach. This material has been excerpted and adapted from a longer article which appeared in the Summer 1978 issue of *Exchange*. Although this periodical of the U.S. State Department has ceased publication, limited copies of the full text of his article are available from Dr. Alger, 199 West 10th Ave., Columbus, OH 43201.

People everywhere are increasingly linked to global processes through the activities of daily life—as consumers of energy, commodities, and manufactured goods from abroad and as producers of goods for export. Every day we walk by, and even are involved in, banks, multinational corporations, and insurance companies that girdle the globe. We are treated by physicians educated in other countries. We are members of service clubs and religious organizations that link all continents. We enjoy a standard of living that has evolved out of technology based on scientific achievements of a global scientific enterprise. Ironically, although we live our lives in a sea of international transactions, most are not perceived. To this extent *we don't know where in the world we are.*

Why? Two factors seem to be of overwhelming importance: (1) the socialization process through which we learn about the world, and (2) perception of little opportunity for personal participation in policymaking in international affairs.

Socialization Isolates People

We tend to acquire knowledge about the world in layers progressing from our local community, to our State or region, to the Nation, to international knowledge. As a result international things are "far away," distant, directed by people in distant places—and are screened out until the end of a course, the end of a curriculum, or are never covered at all. Hence, they are in the outer layer of the "onion" of experience. International activities seem to originate from distant headquarters of national organizations, particularly national governments.

This socialization imprints on our minds the so-called "billiard ball" image of international relations in which nation-states have hard and impenetrable shells. The political wall map reinforces this view of the world with countries set off in different colors and clearly marked national boundaries. The flow of commerce, science, education, and religion across these boundaries is not mapped. Most of us know that this is a simplified and partial view of the world, yet it affects how we perceive and act much of the time.

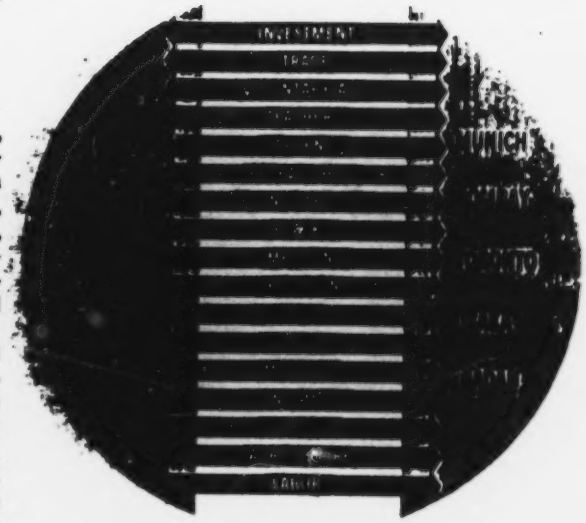


Diagram B: Activities providing international links between cities.

Participation in Foreign Policymaking

Most people perceive little opportunity for personal participation in international affairs. Even those who may be aware of some local links to the world, and even those who may be personally involved in exchange activity, still tend to perceive that *really important* international affairs originate from distant headquarters. They tend to view access to the world as portrayed in Diagram A—through the distant end of a funnel guarded by the President, the Secretary of State, and a few other governmental officials. A few citizens with very strong interest in foreign policy may write letters or endeavor to influence them through Congress or interest groups. But the opportunity for impact seems remote and unlikely.

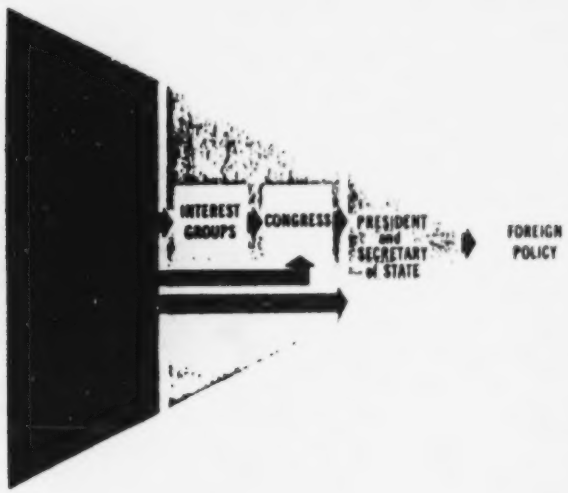


Diagram A: Public participation in foreign policymaking.

The foreign policy process seems distant to most people, because it has not been normal for citizens to be much involved. They have been socialized to believe that foreign policymaking is an especially difficult, complex, and esoteric activity in which only a few people with very special training and experience can participate.

Most people have no obvious use for international education. Why bother? People in distant headquarters will take care of things anyway. This creates a self-fulfilling prophecy in which most people really don't have sufficient education for participation in foreign policymaking, but slight perceived opportunity for participation engenders low motivation for becoming educated.

The reaction of many to this portrait is: "So what's new?" In no country in the world do many people really take part in foreign policymaking—whether the country is big or small, rich or poor, democratic or authoritarian. It seems quite natural that foreign policy is run in this way. Indeed, many would say it is generally in the national interest to do so. Even most members of Congress seem to agree. But there is an increasing number who disagree: "How can a rather small politico-military elite really know the national interest?" Is their definition of "national interest" not simply a special interest which above all preserves their special prerogatives—in particular, control over a large portion of national budgets?

The challenge to foreign policy control by a small elite is growing as international affairs increasingly permeate the daily lives of people everywhere. This challenge has two key rationales. First, it is observed that foreign policy is so intertwined with domestic policies for food, housing, resources, environment, inflation, and employment that democratic governance is now impossible without public participation in foreign policymaking. Second, it is noted that national governments are increasingly unable to cope with problems in all of these policy areas without collaboration with other national governments in the context of a growing number of regional and global organizations. But the policies that will

be required to cope with regional and global problems cannot be implemented without the understanding, support, and even participation of most people. This support will not be forthcoming if many more people are not linked more directly to policymaking activity.

Daily International Involvements

It is obvious that it is not a simple matter to change public socialization with respect to international affairs and to broaden expectations for participation. Many people in schools and universities, in voluntary organizations, and in government have made creative and dedicated efforts. Some have succeeded, but many have failed.

Traditions of nonparticipation are hard to change. They are firmly rooted in social structures that perceptually wall people off from the world. How might we build mental and participatory bridges among people everywhere and a diversity of foreign policy processes?

Often international education for participation in foreign policymaking has started with education on foreign policy issues as defined by the national government. Might we have more success if we started with the daily lives of people in their own communities?

How would our perception of the world and our competence for participation in it differ were international things not deliberately screened out as we learned about the world? For example, the grade school child would not only visit city hall, the firehouse, and the police station as he/she learned about the local community, but would also visit the ethnic neighborhood, the international telex in the bank, the office of a multinational corporation, the shipping room of a manufacturing plant, the international house at the university, or the local office of Project HOPE, UNICEF, or CARE.

In this way the child would learn that each sector of life flows across national boundaries—not from the edge of the nation or from national headquarters but from the local community. Diagram B demonstrates how this kind of learning would explode the "onion" model. It would reveal that all human settlements are directly linked to the world—through religion, agriculture, trade, banking, the arts, etc. What a difference it would make if maps on the wall portrayed linkage among peoples as well as boundaries that divide them.

This view of the world can lead to perception of greatly expanded opportunities for participation in foreign policymaking. State governors who actively pursue foreign investment and trade have foreign policies, and so do the National Council of Churches, AFL-CIO, ITT, the Red Cross, the YMCA, and the AMA. Virtually all of us are involved in one of these organizations or one very similar.

But most do not know what the foreign policies of these organizations are, or have taken no direct role in formulating them. Why? Because the "foreign offices" of our nongovernmental organizations (in national headquarters) are usually run by elites as distant from ordinary members as are the general public from the policymakers in the White House, the Department of State, and the Defense Department.

Heightened awareness of local links to the world can lead to concern for the foreign policies of local institutions and groups and for more self-conscious participation. Universities have foreign policies with respect to their investments, in recruitment and education of students from abroad, their technical assistance activities abroad, and their military-related contracts.

Banks, manufacturing corporations, hospitals, farmer's organizations, and voluntary organizations have foreign policies. In some cases these locally based institutions are very powerful. In some cases rather modest local institutions can have tremendous impact on a specific country or region by creating a new agricultural school abroad or by introducing a new strain of wheat. In many cases foreign policies of a local group directly affect only one other community. But the impact of these activities on lives of people in another community may be extensive.

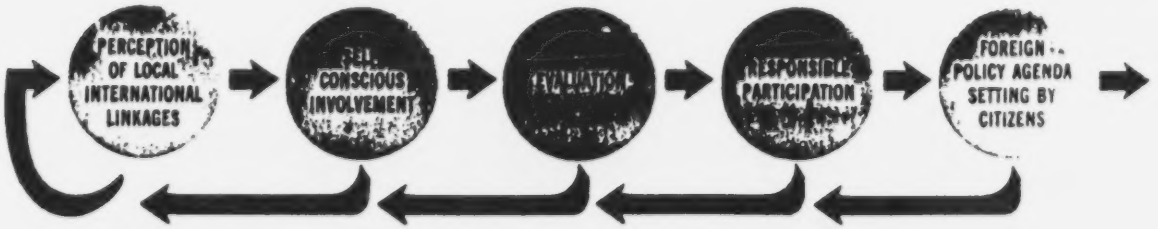
Participatory Learning in Foreign Policymaking

These local foreign policies offer opportunities for participatory learning in formulating, implementing, and evaluating foreign policies because (1) they are near and observable, rather than distant and unseen, (2) they seem less esoteric and complex than foreign policies of national governments, (3) they have more obvious relevance because of local linkage, (4) the effect of action, or nonaction, is more readily perceived. Diagram C is one way to portray a process for individual learning and participation. It would begin by *perception* of the international links of the local community as a whole and particularly in the sector of community life in which a specific individual is most involved agriculture, medicine, banking, religion, etc.

This then stimulates growing *self-conscious involvement* and puts the individual in a position for *evaluation*. Is what they are doing to the world as consumers, travelers, supporters of international voluntary programs, and teachers and advisers of foreign students really consistent with their proclaimed values? This personal evaluation then makes possible *responsible participation* in accord with values, rather than unperceived and thus unevaluated involvement.

This kind of participatory learning could make any local community a laboratory for development of patterns of competence and responsibility and enable many more people to

Diagram C: Moving the public from perception to self-conscious action.



develop their own foreign policy agenda that is relevant to their everyday lives with awareness of the impact of their global linkages in the everyday lives of people abroad.

Were this participatory learning process to develop in many local communities, it could lead toward *foreign policy agenda setting by citizens*—instead of only spasmodic response to agendas set in national offices.

At the same time, people would develop competence and participatory expectations with respect to the larger national and global issues to which their local concerns are linked. In this way the competence of national, regional, and global governmental institutions to implement solutions to international problems that really address human needs would be increased.

We have been experimenting with these assumptions in Columbus, Ohio, beginning with an inventory in 1973 of local links to the world. In collaboration with the Charles F. Kettering Foundation, we have investigated international links in all the sectors of community life portrayed in Diagram B. The results of our inquiry have been shared with interested people in the community through lengthy research reports, brief summaries of a few pages, and two filmstrips with audio tape.

There is an important difference between learning for *international participation* and learning directed toward "international awareness." Education for international awareness has no action implications and has generally been directed toward acceptance of the foreign policies of the national government.

People have traditionally not been consulted but simply informed after policies have been decided. When fundamental changes in national policy have been made e.g., the Panama Canal Treaty—the national government must then undertake crash programs to "educate" the people. Because of noninvolvement over the long-term, most people do not have the information and experience necessary for making intelligent choices. This is the basis for the myth that foreign policy issues are too difficult for the public to understand. Learning for *international participation* could gradually erode this myth.

Discovering and Using Local Resources

Discovering and using local resources and expertise is an important way to enhance the capacity of individuals to develop self-reliance and personal responsibility for foreign policy. As more individuals learn that many people in their own community have extensive and rewarding involvements in international affairs, these local models challenge assumptions that "nothing much can be done around here." As more individuals learn that their community is not distant from the world, it generates new interest in organized activity and increases the level of aspiration of those already involved. ■

What Teachers and Students Can Do

Teachers interested in learning for *international participation* can adapt the idea of Columbus in the World to their own communities. The authors of "Your State and the World" and "Kentucky in the World," referred to in the introduction to the feature, have outlined 30 activities for teachers and students and suggested "How to Develop Additional Activities."

Suggested activities in the foregoing publications include the following broad range:

Identifying Ethnic Restaurants in Your Town

a. Use a classified telephone directory to find the restaurants in your town.
b. Report to the class using ribbons on a wall map to show the links of the restaurants' countries of origin to your town.

Finding Foreign-Made Products in Your Home and Community

Committees may be organized as follows to present reports to the class:

a. Go through your home and list the foreign-made products (*fmps*) you find.
b. Visit several local stores and list their *fmps*.
c. Read several magazines and newspapers and cut out the ads for *fmps*.
d. Visit a large parking lot and list the names of the foreign-made cars you find.

Describing America's Presence in the World—and the World's Presence in America

a. Students who have traveled abroad (or who can talk to friends and relatives who have) can list examples of American stores, products, and culture they have found: e.g., McDonald's restaurants, Ford cars, clothing styles, music, television and movie programs, etc.
b. Buy a collection of foreign magazines and newspapers and cut out the ads which show American products and influences.
c. Write an account of a day in your life in which you list the foreign-made products (or "transplants" to this country) which you eat or use: e.g., Swiss watch, Japanese radio, German car, French bread, etc.

The following aids are available from Chadwick F. Alger, The Mershon Center of The Ohio State University, 199 West 10th Ave., Columbus, OH 43201.

1. "A World of Cities: or Good Foreign Policies Begin at Home." A 50-page summary of the rationale and work of Columbus in the World; a diagnosis of Columbus as an international city; etc. Price: $1.00.
2. "Foreign Policy in Local Communities." A 20-minute filmstrip with script, discussion aid, teacher's guide and synchronized tape. Price: $15.00.
3. "You and Your Community in the World." A learning package including discussion, exercise, and exemplary materials. 119 pages plus appendices, $3.00.
4. "Your Community in the World/The World in Your Community." A detailed guide to the research methods used in Columbus along with all questionnaires, examples of data, etc., for use in investigating the international links in one's community. 78 pages plus appendices, $5.00.

APPENDIX C

ALTERNATIVE APPROACHES TO NATIONAL (MILITARY) SECURITY

A presentation prepared by

Jeffrey Brown, Executive Director
Global Learning, Inc.

AN INTRODUCTION

WHAT IS THE CURRENT SITUATION?

There is no security, and we're becoming less secure each step of the spiraling arms race.

U.S. has ca. 30,000 nuclear weapons; can destroy every single Soviet City of 100,000+ 40 times.

USSR has ca. 20,000 nuclear weapons; can destroy every U.S. city of 100,000+ 30 times.

Add Britain, France, China, et al; can kill every man, woman, and child on face of earth at least 12 times.

WHO'S AHEAD IN THIS ARMS RACE?

"The U.S. has been, on the average, five years ahead of the Soviet Union in introducing new nuclear weapons. The U.S. was the first to develop the atomic bomb, the hydrogen bomb, the intercontinental bomber, effective intercontinental balistic missiles, modern nuclear-powered strategic submarines, and multiple warheads (MIRVS) for missiles. The U.S. now appears to be on the verge of being the first to take the next significant steps in the arms race: development of effective cruise missiles, superaccurate missiles, and mobile missiles." (DEFENSE MONITOR, p.4)

WHAT WOULD HAPPEN IF SOMEONE WON THE ARMS RACE?

(see DEFENSE MONITOR, p.2)

HOW MIGHT A NUCLEAR WAR START?

(see DEFENSE MONITOR, p.2)

MAIN QUESTION IS HOW TO REVERSE THE ARMS RACE,
which is based on certain perceptions and assumptions.
I want to share with you 5 different perspectives on
how to achieve national security in the Nuclear Age.

I. DETERRENCE THROUGH PARITY

A. Security Threat

Perceive a genuine threat to our national security and national interests (how do you define?) arising from the military power of adversary nations - USSR, China, Vietnam, could be Brazil, Nigeria....

B. Arguments

1. Need to counter this threat through military power.
2. Presupposing that absolute military and/or nuclear superiority is either impossible or unnecessary, argues that it's sufficient to maintain a rough parity/equality.
   a. There are still some Americans who want/believe in superiority, e.g., American Security Council, Committee on the Present Danger, Ronald Reagan?

b. One of the significant things about SALT II - first time U.S. government acknowledged parity with USSR. Every winter Pentagon says we've fallen behind -- for budget approval; then by May or so, we've somehow reestablished our parity or slight advantage.

3. Based on a doctrine of Mutual Assured Destruction, of MAD (not made up - proponents' term). Rests on credibility that you would use these weapons.

C. How they view the FUTURE

1. Immediate and intermediate range: "We will live for as far ahead as we can see in a twilight between tranquility and open confrontation" (H. Kissinger) and this "balance of terror" is surest hope of avoiding nuclear cataclysm.

2. Therefore, any change in military power must be mutual to insure stability of relationships. Vs. destabilizing new weapons OR unilateral reductions.

3. The hope is that multilateral and especially bilateral (US and USSR) negotiations will be able to halt the arms race and reduce weapons stockpiles, e.g., SALT talks.

D. But there are some PROBLEMS

1. Balance vs. advantage - no one really wants a balance. Everyone wants slight advantage. Thus arms race climbs.

2. Nuclear proliferation: by 1987, 30 more nations could have nuclear weapons, and by 2000, 100 countries could (Center for Defense Information, DEFENSE MONITOR 2/79, p.6.)

II. COUNTERFORCE

Deterrence is what most Americans think is our nuclear strategy and policy. However, as far back as 1962, Robert McNamara and James Schlesinger in 1974, as Secretaries of Defense, were outlining a different policy which has gained the name, counterforce. And on the 35th anniversary of the bombing of Hiroshima (8/6/80), President Carter issued PRESIDENTIAL DIRECTIVE 59 which makes this our current national policy. Republican platform also contained planks pointing to counterforce.

A. Security Threat

Share view of world as posing military threats.

B. Arguments

1. But don't want to be limited in response to just destroying cities and major population centers all at once. Want to have a FLEXIBLE RESPONSE to be able to attach military targets. Sounds more humane and reasonable, right?

2. And thus want to be able to LIMIT DAMAGE to military targets.
3. To do this, need great ACCURACY, based on MOBILITY.
   a. We can now send a missile 4,000-6,000 miles and land within 250 yards of target. Impressive technological feat--2½ football fields (still get locker room).
   b. New generation of weapons, e.g., MX, Trident missiles, will be able to travel same distance and land within 30 yards - like a hole-in-one every time. Because have TV cameras and they're programmed to turn, etc. (Each MX can have 20 MARVS, Maneuvering Reentry Vehicles, each 7 times as destructive as Hiroshima bomb - why it's seen as an offensive, not a defensive, weapon.)
   c. Don't need this accuracy to threaten a city, a la deterrence. But do need it to knock out hardened concrete missile silos, which comprise 75% of USSR's nuclear weapons.
4. Also need ANTI-SUBMARINE WARFARE to be able to knock out USSR's subs.
   a. SOSUS - Sound Surveillance System - ocean-wide sensing system on continental shelves.

b. SEASAT - ocean dynamics satellite, launched in '78, to locate noisy Soviet subs.

5. And need CIVIL DEFENSE, in case miss 1 or 2 Soviet targets. (After all, we couldn't get 8 helicopters into and out of the Iranian desert.)

C. (FUTURE) The PROBLEM, however is - when does it make sense to shoot at a military target? Before it's fired.

1. Pushes us (and the Soviets from their side of the fence) to a FIRST STRIKE CAPABILITY AND POLICY.

2. Nuclear war is becoming thought of as "WINNABLE" - before, everyone acknowledged it was M.A.D. President Carter spoke in August of "prolonged (2-3 weeks instead of a half hour) but limited nuclear war."

3. The way out is still perceived of as through NEGOTIATIONS. President Reagan wants to negotiate "real reductions" in SALT III.

III. MINIMUM DETERRENCE

Center for Defence Information (Adm. LaRoque, Gen. Gorwitz), Institute for Policy Studies (Dick Barnet, Earl Ravenal), Boston Study Group, '76 Candidate Carter.

A. Security Threat - same

B. Arguments

1. But, argue we have more than enough to deter.
   a. U.S. has ca. 30,000 nuclear weapons; can destroy every Soviet city of 100,000 or more 40 times.
   b. USSR has ca. 20,000 nuclear weapons; can destroy every U.S. city of 100,000+ 30 times.
   c. Add Britain, France, China, et al, we can kill every man, woman, and child on face of earth at least 12 times over. (I've promised not to get up after 1st time...)
2. And argue that this military spending is undermining our economy: why combination of inflation and unemployment. Sustained high levels of military expenditure give rise to both inflationary and recessionary effects (i.e., unemployment).

   Five reasons:

   a. The economic nature of military goods
      (1) Don't contribute to present standard of living - excess money in marketplace, no consumer goods, leads to inflation.
      (2) Don't contribute to economy's future capacity to produce standard of living goods and services, as do producer goods.
      (3) Use up valuable labor, materials, energy, etc.

b. Military procurement

(1) "Cost-plus" contracts - incentive to increase, not decrease, costs.

(2) Can buy up whatever resources they want; it's for "National Security." This leads to inflation of resources' prices.

c. International balance of payments

Money spent by the military abroad contributes to negative balance. Total net military expenditures abroad over the entire 20 years from 1955 to 74 were more than 10% greater than entire cumulative balance of trade surplus (U.S. Dept. of Commerce statistic). Negative balance of payments contributed to decline in value of dollar.

d. Effects of civilian technological progress

(1) Negative effect on quality of products available and efficiency of production.

(2) Serious decline in rate of civilian technological progress, contrary to myth of positive "spillover" from military to civilian uses. ("...the technology produced by military research is often too sophisticated and too expensive for use in the civilian sector." "Building National Security: Disarmament" Coalition for a New Foreign and Military Policy" p.10)

Source: Lloyd J. Dumas. "30 Years of the Arms Race: The Deterioration of Economic Strength and Military Security" Peace & Change, Spring 1977, reprinted in The Riverside Church Disarmanent Reader, pp. 266-277.

e. Fewer jobs

For each $1 billion spent by the government, the following number of jobs are created:

Nurses - 85,000

Teachers - 76,000

Police - 73,000

Military industry - 45,000 - because these are so highly technical. (Source, SANE, 514 C. St., N.E., Washington, D.C. 20002, quoting BOMBS AWAY by Greg Speeter)

C. Future

1. View negotiations as inadequate. Take too long, don't get enough (no nuclear weapon has yet been disassembled or destroyed as a result of negotiated settlements); look what happened with SALT II - "high price of SALT"
2. Can unilaterally cut back both nuclear and "conventional" military expenditures to the minimum needed to continue to deter an attack.

   Boston Study Group's report asserts 40% waste in Pentagon budget. Could cut back by that much without damaging our military preparedness as presently defined.
3. Adopt a non-interventionist foreign policy - not Rapid Deployment Force of Carter, not gunboat diplomacy, not CIA intervention...

   "What is entailed is a different definition of the national security function. We should return to a

very pristine notion: that the national security function is to guarantee that no part of the U.S. is attacked and destroyed by an enemy's forces (whether nuclear or conventional); that our soil is never invaded and occupied by a foreign power; that our internal processes are never dictated by the threat of another nation (or non-national group); and that American lives and property are not spent except in the obvious and necessary defense of those objectives..." Earl Ravelal. WORLD DISARMAMENT KIT, WWC, p. 25. This is NOT an ISOLATIONIST policy.

IV. UNILATERAL DISARMAMENT

What most people think you're talking about when mentioning disarmament or reversing the arms race.

A. Security Threat - varied perspectives

1. Some feel no threat to U.S. from USSR
2. Others, that the threat of nuclear war is a greater threat - accidental use, miscalculation, insane leader
3. Others feel can defend selves from invasion by non-military means, i.e., nonviolent direction action, a la Gandhi, Martin Luther King, et al
   a. Acts of nonviolent resistance to Nazis in Denmark, Norway; against Soviets in Hungary and Czechoslovakia, against Somoza in Nicaragua and the Shah in Iran.
   b. But sporadic, not planned or prepared for, generally speaking. (Not talking of Gandhi & M.L. King here)

B. Arguments - frequently based on moral grounds

1. Deterrence has not prevented non-nuclear wars; since World War II, ca 100 wars and 25 million people killed. (Although when there was only 1 country in the world that had nuclear weapons, we used them.)
2. Negotiations inadequate. Danger, urgency so great, need something more dramatic and effective.

C. Future

1. What's needed, some phased-in plan that would train the general population in non-violent direct action skills. Based on democratic principle that can't govern without consent of the governed. Therefore make country ungovernable for a potential invader.
2. Talking of CIVILIAN (not civil) defense. Imagine what might be done if just a portion of Pentagon budget went into such preparations - compared with the highly developed and sophisticated "defense" we accept as "normal." (References: Gene Sharp, THE POLITICS OF NONVIOLENT ACTION. Boston, Porter Sargent Publ., 1973. Adam Roberts, ed. CIVILIAN RESISTANCE AS A NATIONAL DEFENSE. Baltimore, Penguin Books, 1969)
3. I generally don't think this approach has as much chance as the proverbial snowball you-know-where, but think it's important to explore it because gets us to think about our underlying assumptions and helps to unclog our limited imaginations.

V. INDEPENDENT INITIATIVES

More of a process approach; could use it to get to minimum deterrence, or general and complete disarmament (J. Carter's stated ultimate national policy), or a strengthened UN peace-keeping force or revised world order.

A. Security Threat

Proponents generally share perception of military threats to our national security (although others might identify more with views of unilateral disarmament folks).

B. Arguments

1. Negotiations inadequate
2. What is required is not just talk, but ACTIONS. Main problem is direction and momentum of arms race. Therefore want actions that will halt that momentum and start a "PEACE RACE."
3. Actions are designed to do 2 things:
   Put PRESSURE on another country/adversary and to gain reciprocation.
   a. Based on assumption that every government has within it people who are more, and those less, inclined to military solutions to problems. Want your actions to strengthen the hand of "doves" and undermine position of the "hawks" in addressing adversary's government.
   b. Also recognizes fact that governments are susceptible to pressures from other countries in the world.

4. Some historical examples:

   a. 1963, Pres. Kennedy announced U.S. would not test any more nuclear weapons in atmosphere, provided USSR would cease such tests. USSR agreed couple weeks later, and that's how we got the Partial Test Ban Treaty signed - after a unilateral, independent initiative by JFK.

   b. (To show nonpartisan), in 1969 Pres. Nixon announced we would destroy bacteriological weapons, except those needed for defensive research. Led to concessions by Soviets at negotiating table, and Pres. Ford signed Biological Weapons Convention in 1975.

   c. October 1979, Leonid Brezhnev announced the USSR would withdraw 20,000 troops and 1,000 tanks from East Germany and was prepared to reduce the number of medium range nuclear weapons in Eastern Europe, if the U.S. and NATO would not deploy the 572 advanced U.S. nuclear missiles in Western Europe (cruise missiles). Unfortunately, U.S. rejected offer. Didn't even test it. An opportunity lost.

C. Future - need to expand on initiatives, put resources into researching and developing them as part of an overall policy and strategy. 3 kinds:

   1. INTENTION CLARIFICATION - to demonstrate by behavior a willingness to pursue disarmament goals, e.g., Pres. Kennedy.

2. MUTUAL FORCE REDUCTIONS

   a. A Freeze - e.g., current "CALL TO HALT THE NUCLEAR ARMS RACE"

      "The United States and the Soviet Union should immediately and jointly stop the nuclear arms race. Specifically, they should adopt an immediate, mutual freeze on all further testing, production and deployment of nuclear weapons and of missiles and new aircraft designed primarily to deliver nuclear weapons."

      (1) Offered on petitions

      (2) In October 1980, referendum in 3 state senatorial districts in Massachusetts - won with 59.2% of vote. Two towns that voted for Pres. Reagan also voted for the freeze!

   b. Percentage Reduction - say we'll cut back 5% this year. If you, USSR, will cut back comparable amount, will cut another 5% next year, etc. (Would not endanger our current military preparedness, but start momentum in opposite direction.)

   c. Zonal Disarmament - e.g., Latin America is nuclear-weapons free zone. Extend to Indian Ocean, or New England for the Ukrane, etc.

3. NONVIOLENT COERCION - may sound like a contradiction, especially to those who have committed their lives to nonviolence. But makes sense if looked at on a continuum with nuclear war at one extreme and absolute nonviolence on the other. Question is, what happens

if you've tried clarifying your intentions, have undertaken mutual force reductions and they fail or are violated?

a. Designed to put economic, social, or political pressure on a country to reciprocate, e.g.,
   (1) Economic boycott of a country's products
   (2) A refusal of the country's currency in international exchange
   (3) Refusal to export grain (raises issue of using food as a weapon) or high technology, e.g., U.S. vs. USSR over Afghanistan

b. Have been tried sporadically in past, but not well thought out strategy or policy.

LET ME STOP HERE AND ASK FOR YOUR REACTIONS AND COMMENTS.

	DETERRENCE THROUGH PARITY	COUNTERFORCE	MINIMUM DETERRENCE	UNILATERAL DISARMAMENT	INDEPENDENT INITIATIVES
THREAT	Military threat to national security	Military threat to national security	Military threat to national security	1. Threat of nuclear war - greater 2. Non-military defense system	Military threat to national security
ARGUMENTS	1. Military counter-threat 2. Parity vs. superiority 3. Mutual Assured Destruction - MAD	1. Flexible response 2. Damage limitation 3. Accuracy 250-30 yds. 6,000 miles 4. Mobility - MX, Trident II 5. Anti-submarine warfare 6. Civil defense	1. More than enough 2. Economic insecurity-inflation & unemployment	1. Deterrence has not prevented non-nuclear wars. 2. Negotiations inadequate	1. Negotiations inadequate 2. ACTIONS - "peace race" a. Pressure b. Reciprocation E.g., Partial Test Ban Treaty - '63 Biological Weapons Convention - '69-'75 Brezhnev - '79
FUTURE	1. "Balance of terror" 2. Stability 3. Negotiations 4. Balance vs. advantage 5. Arms race continues 6. Nuclear proliferation	1. Nuclear war - "winnable" 2. First strike	1. Negotiations inadequate 2. Unilaterally reduce military spending 3. Non-interventionist foreign policy	1. Phased-in plan 2. Civilian defense 3. Unclog imagination	1. Intention clarification 2. Mutual force reduction a. Freeze b. Percentage c. Zonal 3. Non-violent coercion

"Alternative Approaches to National Security"
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Sources:
Aldridge, Robert C. "First Strike: The Pentagon's Secret Strategy," The Progressive, 1978. Free copies from Promoting Enduring Peace, P.O. Box 103, Woodmont, CT 06460 (No. 329).
Disarmament Kit and "Policy Statement on Arms Control and Disarmament" World Without War Council, 67 E Madison, Chicago 60603

BEST COPY AVAILABLE

THE NEW MILITARY REALITY: Nuclear War Would Be Vastly Different From Past Wars

Question: How many people might be killed in a nuclear war?

Answer: At a minimum, 140 million people in the United States and 113 million people in the Soviet Union would be killed in a major nuclear war. Almost three-quarters of their economies would be destroyed. These estimates are from a recent study prepared by President Carter's National Security Council.

A separate study by the U.S. Arms Control and Disarmament Agency calculates that attacks limited to military and industrial targets would produce immediate U.S. fatalities from 105 to 130 million and Soviet fatalities of 80 to 95 million.

Question: What would other effects of nuclear war be?

Answer: The soil, air, water, and food supplies would be heavily polluted by radioactive fallout and other debris from nuclear attack. People in the rest of the world would also be adversely affected. Radiation would poison vast stretches of the planet not directly involved. No part of the world would escape the ravages of a nuclear war. The threats of damage to the ozone layer and ecological disruption leave no assurance that the earth would remain habitable for life as we know it.

A massive attack with many large-scale nuclear explosions could cause such widespread and long-lasting damage that the attacking nation itself might suffer serious effects even if the country attacked did not retaliate.

Question: Why would nuclear war be so destructive?

Answer: Nuclear weapons have extraordinarily more explosive power than conventional weapons and if used the results would be catastrophic. For example, the biggest non-nuclear bomb used in World War II, the Grand Slam, had an explosive power of 11 tons of TNT. Today, just one of the U.S. Minuteman III missiles carries an explosive power equal to 510,000 tons of TNT, or more than 45,000 times more powerful than the largest non-nuclear World War II bomb. Both the U.S. and Soviet military forces have many weapons far more powerful than the U.S. Minuteman III missile.

The radiation and intense heat generated by nuclear explosions would produce massive destruction over prolonged periods that would be unprecedented in warfare. Temperatures many times hotter than the sun are produced by a nuclear weapon's detonation.

Question: How could nuclear war start?

Answer: Many different ways. There is no historical precedent so nobody really knows. But both the U.S. and the Soviet Union employ nuclear weapons as a central instrument of international policy and are prepared to use them today in combat in many parts of the world. Soldiers, airmen, and navy men in the U.S., Europe, the Soviet Union, and China constantly train and practice for nuclear war. The military of all nuclear powers are planning for nuclear war.

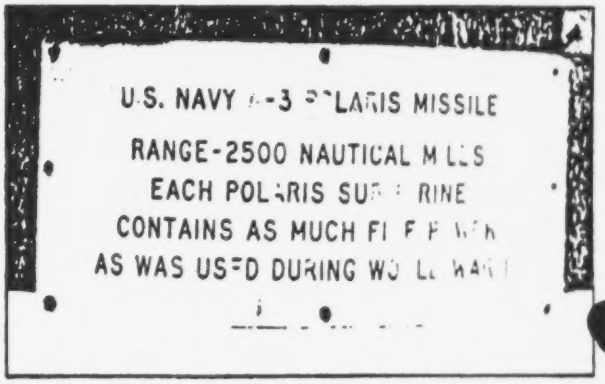
The U.S. buys and deploys nuclear forces to counter a massive surprise attack by the Soviet Union, a nuclear Pearl Harbor. With nuclear destruction potentially only 30 minutes away, preparedness for surprise attack seems necessary to the military but such an attack appears highly unlikely.

Nuclear war could begin as the result of the outbreak and escalation of conflict in Europe, the Middle East, other regional areas, or at sea. The inability of the U.S. and the Soviet Union to cooperate more effectively in a world filled with conflict and their propensity for competition in arms buildups continues to increase the serious prospect of nuclear war.

A nuclear war could also start by accident or miscalculation. Both countries have made their security dependent on enormous military bureaucracies and complicated electronic machinery. There is no guarantee that the control mechanisms, both human and mechnical, will function with no defects indefinitely. Advances in weaponry, particularly better delivery systems, have dramatically compressed time and space. Both countries maintain large forces on a close-to-war status. Fear of surprise attack in an ambiguous situation could compel hasty, uninformed decisions.

Question: Won't deterrence prevent nuclear war?

Answer: It is basic U.S. policy to try to prevent nuclear war by reliance on deterrence: the maintenance of a strategic force such that any attacker knows that such an attack would be followed by his own annihilation. But it seems clear that peace based on deterrence, a balance of terror, and the nuclear arms race is precarious. President Carter has said that "the security of the global community cannot forever rest on a balance of terror." Most Americans have


U.S. NAVY A-3 POLARIS MISSILE
RANGE-2500 NAUTICAL MILES
EACH POLARIS SUBMARINE
CONTAINS AS MUCH FIREPOWER
AS WAS USED DURING WORLD WAR II

Plaque on Polaris submarine-launched missile at Navy Memorial Museum, Washington, D.C.

Cave People of the Philippines

ANTHROPOLOGY

GEOGRAPHY

WORLD HISTORY

Objectives

To appreciate the history, and the natural environment, of the Stone Age Tasaday.

To observe the habits and behavior of the Tasaday.

To study recent changes which have overcome the Tasaday, and to make some predictions regarding their future.

Highlights

Mindanao is the southernmost island of the Philippines. It is very beautiful and very wild; much of it remains unexplored. High in the rain forests of Mindanao live the Tasaday, literally "the people of the caves." The Tasaday are a small tribe of 27 people; preserving their Stone Age culture, they have only recently been discovered by the outside world.

The language of the Tasaday is of Polynesian origin, indicating that their ancestors crossed a then-existing land bridge from Indonesia. Settling in their caves, surrounded by some of the most difficult terrain in the world, the Tasaday existed in isolation until 1966, when they were discovered by a local hunter named DeFall. DeFall taught them a taste for meat, and how to hunt by setting traps. Today, anthropologists from all over the world are aware of the Tasaday; periodically, the tribe is visited by men who wish to study their habits and ways of living, men who arrive in a "big bird" or helicopter.

The obvious gentleness of the Tasaday makes us reexamine our theories as to the inherent aggressiveness of man. The Tasaday have no word for "war", and never strike each other or their children. They have no art, no written language, no religious ceremonies. They are monogamous and love to sing. The stream that runs through the rocks is the most important factor in their lives. They use it for drinking water, and gather fruit from the trees that grow along its banks. They also gather crabs, tadpoles, wild ginger and other delicacies—always working at a leisurely and rhythmic pace. The Tasaday combine work and play in a way we've long since forgotten. There is a great deal of mutual help, with older children washing and looking after the younger ones.

There is no specific assignment of tasks among the Tasaday, nor are tasks divided according to sex. Somehow, things get done. By and large they are a healthy people, even though their diet contains little in the way of iodine or salt. Since 1966, and their discovery by DeFall, the Tasaday use modern knives in place of tools made of stone. What does the future hold for these people who are discovering new skills and appetites with every passing year? Since modern man has discovered them and changed their lives, it is his responsibility to protect the gentle Tasaday, and lead them safely into the world.

Applications

Mindanao Where is Mindanao? Why does much of it remain unexplored? How does one obtain access to the caves of the Tasaday? What is a "rain forest"? Why is their stream the most important factor in the Tasadays' lives? How did the ancestors of the Tasaday get to Mindanao? Where did they come from? What sort of language did they speak? What sort of relations do the Tasaday have with neighboring tribes? Why did President Marcos give the Tasaday a 55,000 acre sanctuary?

The Gentle Tasaday How would you describe the behavior of the Tasaday toward strangers? Toward each other? Do you believe that man is inherently aggressive? Why or why not? How do the Tasaday combine work and play? How do they manage to live with no knowledge of agriculture? Along what lines do they divide their daily tasks? What are some foods the Tasaday eat? How do they obtain these foods? How do they preserve them?

Into the Future What new skills and appetites did the hunter DeFall teach the Tasaday? What attitude do the Tasaday have toward DeFall? Do you think the Tasaday will become skillful hunters? Why or why not? In what sense have the Tasaday leaped from the Stone Age to the Iron Age? What is "culture shock"? Why does modern man have a responsibility to protect the Tasaday? Do you think it is "sad" that the Tasaday will inevitably change their way of life? Why or why not?

16mm Color No. 322-0013 38 minutes
Producer: National Broadcasting Company
Director: Gerald Green

Related Films
Tribal People of Mindanao (083-0048)
The Last Tribes of Mindanao (083-0042)
Death of an Island Culture (148-0002)

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Simulation Game: INTERVENTION by Joseph T. Moore APPENDIX E

Form A: MIXED MODELS. To teach historical development of United Nations, futuristic model of a revised United Nations, and co-existence of United Nations with bi-polar nuclear deterrence system.

Model Number One:

You are members of a world organization which has been called upon in a crisis in the Union of South Africa. Read the story reported by the Reuters press agency from Johannesburg, then decide what your organization will do. You may not exceed the powers given:

1. Request reports from all factions in the crisis.
2. Recommend a solution to all factions.
3. Request that all factions present their positions to the World Court, which will then issue an advisory opinion.

Model Number Two:

You are members of a world organization which has been called upon in a crisis in the Union of South Africa. Read the story reported by the Reuters press agency from Johannesburg, than decide what your organization will do. You may not exceed the powers given:

1. Request all factions to present their positions to the World Court, which will then issue an advisory opinion. All factions may be asked to agree, before the hearing, to abide by the Court's recommendation.
2. Assemble a military force volunteered by your member nations, armed with conventional weapons. If such a force can be assembled, it may intervene if a majority of your member nations vote their approval.
3. Approve economic and political sanctions (boycotts) against one or more of the factions, and ask that all nations observe these sanctions.
4. Recommend, by majority vote, that all factions submit the problem to the World Court, which may then act in the manner described in #1.

Model Number Three:

You are members of a world organization which has been called upon in a crisis in the Union of South Africa. Read the story reported by the Reuters press agency from Johannesburg, then decide what your organization will do. You may not exceed the powers given.

1. Compel all factions to submit their positions to the World Court, which will then issue a finding of fact or a binding decision. You have a permanent military force to enforce the Court's decision.
2. Compel individuals and/or nations to appear before the Court, which may hold either or both responsible for their actions and mete out appropriate penalties.
3. Send in your World Development Authority, which is supported by a 1% tax on the GNP of all nations, to try to solve underlying economic and social problems which are the remote causes of the dispute.
4. Send in your permanent military force to compel a stand-in-place, cease-fire until such time as further, more permanant, action may be taken.

Model Number Four:

You are leaders of one of the world's two superpowers, the United States. The other superpower is the Soviet Union.

Read the story from Johannesburg.

What is your national interest in the conflict in the Union of South Africa? Decide what the U.S. will do. Write down your conclusions in list form.

After you have decided what you, the United States, will do, decide what you think the Soviet Union is likely to do. Write down your conclusions about probable Soviet action as well.

You have limited time to decide. Read the story from Johannesburg and get to it!

Model Number Five:

You are leaders of one of the world's two superpowers, the Soviet Union. The other superpower is the United States.

Read the story from Johannesburg.

What is your national interest in the conflict in the Union of South Africa? Decide what the Soviet Union will do. Write down your conclusions in list form.

After you have decided what you, the Soviet Union, will do, decide what you think the United States is likely to do. Write down your conclusions about probable American action as well.

You have limited time to decide. Read the story from Johannesburg and get to it!

Form B: MODEL UNITED NATIONS. To provide students with insight into the workings of the United Nations, divide your students into five groups representing the United States, the Soviet Union, Nigeria, Brazil, and the United Kingdom.

The students should prepare position statements about the crisis in the Union of South Africa, then pretend they are on the Security Council of the U.N. for the purpose of considering a resolution for action. The students should write the resolution, debate it, and bring it to a vote.

During this simulation of the U.N., be sure that the students act within the powers of the U.N. as it is presently constituted.

If you want to expand on this exercise, divide the students into more than five groups. Be sure that the nations selected are fairly typical of the U.N. as a whole.

Simulation Game: INTERVENTION. Copyright Joseph Thomas Moore, 1980.

JOHANNESBURG, UNION OF SOUTH AFRICA, Sept. 21 (Reuters) -- Rebel blacks carrying Ak-47 rifles made in the Soviet Union began advancing toward this commercial capital from Soweto and other black compounds today. Panic swept the populace as rumors of intervention by the United States in behalf of the white government of Prime Minister Botha were confirmed and later denied by a government spokesperson.

The uprising climaxes years of preparation by the country's 17 million blacks, who have been refused recognition in negotiations with a white government chosen by this nation's ruling minority of 4 million whites.

The uprising, according to World Bank President Robert MacNamara, threatens world economic and military stability. The Union of South Africa is a source of minerals for many western industrialized nations. The United States depends on South Africa's uranium deposits for nuclear weapons and power stations. South Africa is the principal ally of the United States south of the Sahara in Africa.

One American executive, fearing for the lives of his corporation's large staff and for its extensive investments here, called for his country to intervene on Botha's behalf. The request prompted a response from Soviet President Leonid Brezhnev, who restated what he termed "traditional support by the Soviet Union for workers throughout the world struggling for liberation."

Brezhnev's statement took on ominous overtones when U.S. Navy carrier-based aircraft reported sighting Russian nuclear submarines patrolling in the Indian Ocean, heading in the direction of the Cape of Good Hope.

A communique from nearby Angola, which has supplied the black rebels with support from Cuban technical advisors, implied that direct support of the rebels was imminent.

Meanwhile, in an interview in Salisbury, the capital of Zimbabwe Rhodesia, that country's new black leader, Robert Mugabe, said that his government was watching developments with "great interest." Zimbabwe Rhodesia is a country which recently replaced most of its white leaders with black and became independent of the United Kingdom.

WORLD AND DOMESTIC HUNGER
greed
denuding land
soil erosion
short term gain
means of production - including land, money, technology & energy
unequal distribution of resources
overconsumption
inappropriate use of land
lack of education
complacency
climate
natural disaster
wars and political
custom
taboos against food
political and economic trade barriers
lack of multi-national corporation control
beef "fix"
discrimination against women
racism
stereotypes held by west

FOOD FIRST SLIDE SHOW

PART I: WHY HUNGER?

Music introduction: 30 seconds, seven slides (one slide every four seconds)

group of Indians	You are about to see and hear an analysis of the causes of hunger that will question many widespread assumptions...maybe your assumptions.
man by water pump	This show will not convince you of anything. No one should be able to do that in a few minutes.
old Indian woman	Our hope rather is to challenge you so deeply that you will set out for yourself to understand the causes of needless suffering.
s.s. means split screen	Small music break.

Theme 1 Hunger, an Unnatural Disaster

s.s. women/vegies	Hunger is an unnatural disaster. There is no lack of food for all the world's people.
s.s.: two men/grain	Enough grain alone is produced in the world to supply every person 3000 calories a day--more calories than most Americans consume.[1]
woman and child	Even lands of perpetual famine are producing enough to feed their people. Yet many are starving.[2]
woman by grain pile	Famines in Bangladesh have made international headlines for years.

people in the street	Yet Bangladesh produces enough grain for its people and the country's tremendous food-producing potential has hardly been tapped.[3]
women and children	In India millions are chronically underfed.
s.s.: bags of grain/ group of people	Yet a major problem facing the Indian government is its grain surplus--by 1979 reaching over 16 million tons.[4] Soldiers patrol mountains of rotting grains, driving off hungry people.
s.s.: wheat/child	Each year the United States produces food surpluses yet many Americans go hungry.[5]
Institute literature	When we at the Institute for Food and Development Policy investigated the supposed reasons why people are hungry,
woman and child mural	we discovered that hunger is an unnatural disaster. Hunger is not caused by overpopulation, backwardness or calamities of weather.
woman (mural)	Only one explanation fits the reality we began to find.

Music break: 15 seconds, three slides (one slide every five seconds)

Theme II Growing Concentration of Control

s.s.: women/man	Wherever people are hungry, there are inequalities,
collage: businessmen	indeed growing inequalities, in control over food-producing resources--in underdeveloped countries as well as in the United States. Fewer and fewer people have power over how food-producing resources are used.
woman and farmworkers	More concretely, fewer and fewer people are taking control over land, farming inputs, credit, and the processing and marketing of food.

scales: 20% v. 80%	Most basic is control over the land. In 83 Third World countries studied by the United Nations, roughly three percent of landholders controlled almost 80 percent of the land.[6]
man with wheel	Similarly in the United States, 5.5 percent of all farms control over half of our nation's farmland.[7]
scales: seeds	The second form of inequality is in control over all the things it takes to make the land produce--seeds and tools, machinery, fertilizers, pest control and irrigation systems.
aerial view of land	Control is highly concentrated: in the U.S. and Canada two corporate giants,
s.s.: John Deere/ International Harvester	John Deere and International Harvester, control half of the tractor sales and two-thirds of the sales of combines
	The result?
collage: corn, money, man	The Federal Trade Commission calculates that such monopoly control results in hundreds of millions of dollars in overcharges to American farmers each year.[9]
s.s.: tractor/farmer	The high prices of such needed farming inputs mean that not all farmers have access to the inputs they need.
scales: money	Much, it turns out, depends on who can get credit and on what terms. Unequal control over credit, then, is the third form of inequality at the root of hunger.
farmer (b&w overlay)	In the United States farmers are increasingly dependent on a few banks and other creditors to whom they now owe well over $120 billion.[10] U.S. farmers now pay out in interest one-half of all their income.[11]
Mexican family	Most farmers in the Third World are forced to borrow just for food to stay alive until the next harvest. Usually
Indian money-lender	the only credit available comes from a local money-lender or big landowner who may charge up to 200 percent interest.[12]

scales: buy our food

A fourth and final form of inequality is the tightening control over the processing and marketing of food.

In most of the Third World, middlemen buy up produce from farmers at harvest time when prices are at their lowest and then resell it in the towns and cities--at much higher prices than the farmers receive.

90% graphic

In the United States, of the almost 30,000 food processing and marketing corporations, the top 50 capture over 90 percent of the industry's profits.[13] Monopoly control means monopoly pricing.

businessmen and products

Food manufacturing monopolies, according to several studies, yearly overcharge Americans approximately $14 billion.[14]

packaged meat

A full 70 percent of food price increases over the last 25 years have gone to "marketing costs," not to farmers.[15]

boat/world

Worldwide, a handful of corporations control the international marketing of many commodities.

A mere 5 corporations control 90 percent of all international grain shipments.[16]

s.s.: Unilever and oil

One corporation, Unilever, known in the United States as Lever Brothers, totally dominates world trade in edible oils with 80 percent of the market.[17]

"local level"

Thus, by "inequality in control over food-producing resources" we mean that from the local level to the level of international trade, fewer and fewer people are deciding how these resources are used and for whose benefit.

"control over"

And it is these inequalities that we have identified as the root of hunger.

Music break: 30 seconds, seven slides (one slide every four seconds)

Theme III But How Do a Few Gain So Much Control?

s.s.: two farmers

Private control over resources characterizes our current economic system.

In this system, people are pitted against each other for economic survival.

s.s.: two peasants

This is true in our own country as well as in all countries where many people go hungry.

s.s.: adult/child

Inevitably those with even the slightest edge expand at the expense of others.

That "edge" might be more and better land, control over water, a location nearer the market, sources of cheap credit, or political connections. Those with advantages reap greater power and profit and then expand at the expense of others.

world map, money and businessmen

tomato harvester

New technologies accelerate this process. Tax-funded agricultural schools in California developed tomato harvesters so large that only a few growers had enough land and capital to take advantage of them.

s.s.: row of machinery/farmer

While these large operators reduced their labor costs and prospered, 85 percent of California tomato growers were driven out of business in only eight years.[18]

farmer and son

farmer pointing

"When the prices we get drop below production, a big operation can write off its losses and plan for next year. But the small guy has to get out."

s.s.: two men

Likewise in countries like India, the Philippines, Colombia and Mexico.[19] Twenty years ago, in the major agricultural area of northwest Mexico,

farmer rowing

the average farm acreage was about 400 acres. Since then, new seeds, machines, irrigation, fertilizers and pesticide have been introduced.

aerial view of land three men	Today the average holding has jumped to 2000 acres. Most of those who do the agricultural work--low paying and seasonal--have been made landless.[20]

Music break: 40 seconds, eight slides (one slide every five seconds)

four bankers	New technologies make agriculture a speculative venture for those with capital to invest.
officer and businessman men on top of peasants	Non-farmers--merchants, military officers, professionals, civil servants, and multinational corporations--speculate on rich lands in the Third World as well as in the United States.
hands holding U.S.	In 1977 alone, foreign investors bought up a billion dollars worth of U.S. farmland.[21] Largely due to such speculation prices doubled in the four years after 1972.[22]
four men (b&w overlay)	Soaring land values keep new farmers out and drive renters off the land in the United States. Few Americans realize that almost half of the country's farmland is operated by renters.[23]
farmer and son on tractor	"When land values climb so do rents. Landlords around here have doubled rents. They're starting to demand cash payment too.
farmer and son	With the low prices we're getting these days, a lot of renters just can't afford it--they're getting out of farming."
man pointing with crowd	And while more landless people seek jobs, often there are fewer and fewer jobs.
s.s.: tractor/man	Machines replace the jobs of sharecroppers, tenants and day laborers.
men working in fields	Explains one Indian landlord:

man carrying bushels

"I used to have 30 day laborers. Since I have these machines, now I only need a manager and three permanent workers.
I don't have to worry about hiring laborers anymore.
I only need more land now to make these machines pay."

"the big get bigger"

Big operations have the land and the capital to live through price drops that ruin small producers.

As the process continues, the big get bigger--

brochure

both in the Third World and in countries such as the United States.

three businessmen

Fewer and fewer people come to control more and more of the food-producing resources.

U.S. farms slashed

In the United States the number of farms has been slashed at a rate of more than 1900 each week over the last 25 years.[24]

old woman

In many countries the landless have now become the majority of the rural population.[25] Cut out of the production process, that is, deprived of land or a steady job, they are cut out of consumption.

old man plowing

As one Indian day laborer[26] told us:

"If you don't own any land, you never

old woman and child

get enough to eat, even if the land is producing well."

Music break: 24 seconds, five slides (one slide every five seconds)

What we have discovered is not a plot to make people hungry.

dictator

Rather we have found that wherever there is exclusively individual control over resources and a lack of democratic planning,

s.s.: two farmers

farmers are pitted against each other and against the landless and ever greater inequalities in control emerge.

s.s.: old man/grain loading

New technologies strengthen the position of the advantaged. More and more people are cut out of control over land and jobs.

b&w overlay over land

Thus we see today the tragic irony of increasing food production going hand in hand with rampant hunger.[27]

WHAT IS THE APPROPRIATE RESPONSE?

four men

If scarcity is not the cause of hunger, then food shipments and increased production through aid and private investment are not the solutions.

s.s.: U.S. farmer/Indian

We must instead put ourselves on the side of those in underdeveloped countries and join with those working here in the United States to achieve truly democratic control over food resources.

There are many things that we can do:

four soldiers

We must put an end to U.S. military and counter-insurgency assistance to underdeveloped countries. It is used to intimidate, imprison and torture the very poor working to free themselves from hunger.

Uncle Sam

We can stop U.S. foreign assistance to any government not promoting genuine redistribution of control over resources.

collage: government officials shaking hands

We can halt U.S. government help to the expansion of agribusiness into food economies abroad. Such corporate activities tie up precious resources to meet the unessential needs of local and foreign elites.

b&w farmer (overlay) farmland

We must also work for basic changes here in the United States.

We can

Initiate land reform to end absentee and corporate ownership of our farmland.

U.S. farmer

Support farmers' demands for a stabilized, equitable price for their product.

Strengthen farmworker unions.

co-op store

Promote the growing network of consumer cooperatives to replace the corporate monopoly over food distribution.

s.s.: U.S. shopper/
Third World shopper

Build a more self-reliant U.S. food economy. Our growing food import dependency pits us against the needs of the hungry.

Music break: 30 seconds (five slides)

s.s.: man/corn

All of these efforts help to put an end to the anti-democratic control over resources.

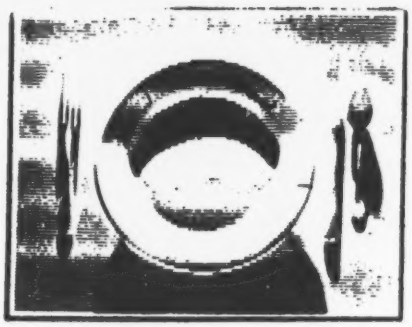
Indians on road

They move us toward more equal access to land, credit, technology and marketing.

group of villagers

More and more people have come to realize that their work for such fundamental change is the only path to genuine food security for all.

Ending music: 55 seconds, seven credit slides
(one slide every eight seconds)



A World Hungry

2 HOW HUNGER HAPPENS

1. (title)

2. (title)

3. There is a very popular opinion that nothing can be done which will stop hunger — that it is impossible to produce enough food to feed the world.

4. That is not true, but the notion is very convenient. If we convince ourselves that nothing can be done, we do nothing and still have a clear conscience.

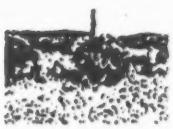
5. But, how *does* hunger happen? Unless we understand its causes, we'll never be able to fight it.

6. We have to look at the whole picture — all the major causes of hunger. And, we need to act on all the causes or we won't even make a dent.

7. These are the major causes of hunger.

8. In the 15th and 16th centuries, the nations of Europe sent explorers and adventurers to conquer new territory and wealth.

9. These conquered lands became colonies whose primary purpose was to make the conquerors rich and powerful.



10. The conquerors soon discovered that the people they colonized could be forced to grow desirable crops — crops that would bring a handsome price back home.

11. The colonies were forced to grow for *export* such non-food crops as rubber, cocoa, tea, coffee, cotton, timber and sugar.

NON-FOOD CROPS

12. Even such food crops as bananas, pineapple and *peanuts* were exported to satisfy the delicate tastes of the wealthy nations.

13. The colonizing nations created huge non-food agricultural industries and in so doing, destroyed a people's culture and ultimately, their ability to feed themselves.

14. By the late 1960s, most of the colonies obtained political independence. But, they remained saddled with the old economic systems based almost entirely on export crops and mining.

15. Without help, these young nations have few ways to change from exporting crops to producing enough food to feed themselves.

16. Moreover, importing sufficient food is simply too expensive for these nations.

17. And so, the legacy of colonial agriculture is a hungry world in the latter half of the 20th century.

18. Recently, there has been an expansion of transnational corporations. Simply stated, these companies are owned in the richer nations but much of their activity takes place in the poorer ones. In these countries, labor is cheap and resources are exploitable.

19. Through skillful advertising, corporations are creating in the wealthy nations an overwhelming demand for consumable goods and imported agricultural products.

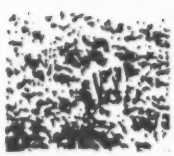
20. And such a runaway demand cannot be satisfied without taking huge amounts of resources from the hungry world.

21. Most of these corporations value growth and power over justice and human dignity. They are responsible to no one but their managers. Unless they are controlled, the world is going to stay hungry.

22. Waste is a major cause of hunger. Twenty-five percent of all food products in North America is thrown away.

23. One restaurant in New York City kept track of part of what people left on their plates. In one year, they threw away 2½ tons of meat.

24. But the most critical waste of all is our waste of soil and energy.



25. Good soil is essential for the growing of food. In the tropical regions of the world where half the earth's people live, the soil is very delicate.

26. If we understand these soils, they'll help us grow food. But when people misuse soil on a large scale, the soil is in danger.

27. Whether by primitive methods of hoe and fire, or by modern tractors and chemicals, using the wrong method means that a sudden storm can blow away soil or wash it into the sea.

28. Another real tragedy has been the exporting of the farming techniques and crops from temperate zones of Western Europe and North America into the tropics.

29. Wheat and corn *will* grow in the tropics — for a year or two. After that, the tropical soil hardens like concrete and nothing will grow again.

30. This complexity increases the problems of growing food where it is most needed, and so the tropics are the most hungry places on earth.

31. Absolutely essential to the growing of food is energy, particularly the energy that comes from petroleum.

32. Petroleum is vital in making fertilizers, powering farm equipment, getting supplies to farmers, and bringing food to market.

33. And yet, petroleum energy is becoming scarcer because of its frivolous use for non-essential activity.

34. The scarcity of petroleum drives the price higher and higher — beyond the means of the hungry world.

35. The colonial systems did not bother to train rural leaders and agricultural experts. Instead, they trained workers for government, industry, and exportable agriculture.

36. The people from underdeveloped countries did study the growing food, often were taught in Kansas or Manitoba, France or Portugal — places with termperate climates.

37. Returning home, they had less ability than ever to cope with the complexities of tropical agriculture.

38. So, in most hungry nations there is no rural leadership trained in the correct methods of growing food. Without such leadership, hungry nations cannot ever hope to feed themselves.

39. On the other side of the rural leadership problem is the disease of urbanization. The growth of cities in hungry nations is causing the hunger problem to get worse.

40. More and more, decisions about agriculture and food production are made by urban-oriented officials who do not understand or care about agricultural needs.

41. In trying to duplicate the industrial systems of the rich countries, they allow their countrysides to stagnate by neglect.

42. Rural people are now leaving the impoverished land and going to the cities hoping to find a better life. But it is not there.

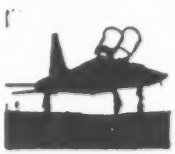
43. Every hour the population of the earth increases by 15,000 people. So, it's very easy to say that the world is hungry because it has too many people.

44. Even though the rapid growth of world population aggravates hunger, it is as much the *result* of hunger as it is the cause.

45. Even so, population growth is *out-distancing* food production, and the two must be brought into balance. This won't happen, however, until the 120 hungry nations can grow their own food.

46. Population control is essential. But the vital strategy for controlling population is seeing to it that people now living on the earth can feed themselves.

47. One very serious cause of hunger is a world-wide preoccupation with military strength, with arms sales, and space exploration.



48. Some military defense is necessary, but excessive reliance on military power has reduced the world's capacity to conquer hunger.

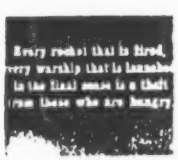
49. Money and personnel that could be used for agricultural research and rural development is spent elsewhere on thousands of nuclear missiles, submarines and space vehicles.

50. Every fourteen hours, the United States Defense Department outspends the entire annual budget of the United Nations World Food Program.

51. Hunger — the greatest danger to world security, is almost ignored.

52. Military expenditures do provide jobs for hundreds of thousands of people but only at the expense of the lives of millions who starve to death in a hungry world.

53. And, it isn't just the industrialized nations that have runaway military spending. The hungry countries have caught the military fever and have joined the arms race.



54. (no audio)

55. This is how hunger happens.

56. A lot of people say that we should solve our own problems at home before worrying about anyone across the ocean.

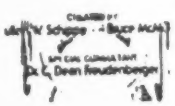
57. But, no nation — no people is isolated anymore. Just as events in the Middle East affect drivers in Nova Scotia and Vermont —

58. events in Alberta and Georgia affect the food supply in Peru and Nigeria.

59. A lot of people say that we should just give emergency food relief to starving people.

60. But in the long run, that won't stop hunger. Food relief is essential, but it doesn't attack the causes of hunger, and it doesn't get the process of creating a well-fed world going.

61. There *is* strategy for stopping hunger and it will work. It involves not only the hungry world but each one of us.



62. (music)
63. (music)
64. (music)
65. (music)

A WORLD HUNGRY

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John A. Stewart, Catherine Busch, CSJ, Barbara Baker, Ken Tull, Steve McBrady, World Neighbors, United Nations, Maryknoll Magazine, Arthur Jokela, United Methodist Board of Global Ministeries.

BEST COPY AVAILABLE

Many of the people who affect our daily lives we never see and we lose touch with them. Here's an activity to get back in touch—it is about real people, systems, and justice.

The methods used are diagramming, small group discovery, and group discussion.

USING COFFEE, THE RULES OF THE GAME AND YOU

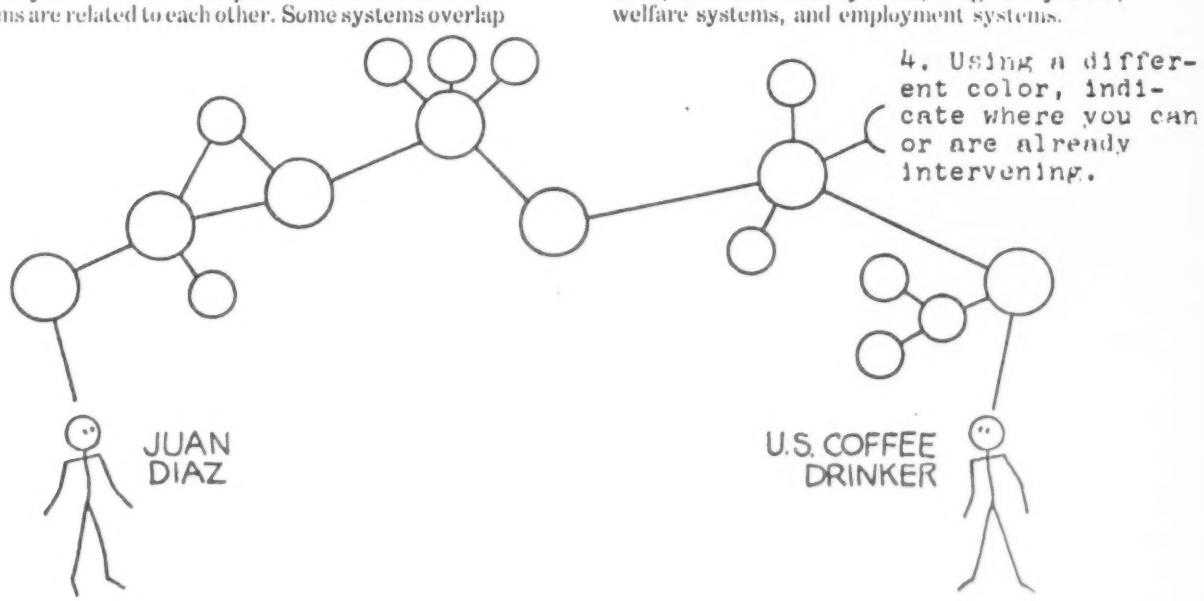
For those who believe that we are called to make the world a better place, a knowledge of systems—how they operate and how they can be changed—is essential. Systems affect all that we do, all that we are from the time we are born to the time we die. Family systems, school systems, political systems, transportation systems, health systems, and economic systems are only a few examples of systems in which we participate.

A system can be thought of as an orderly interconnection of parts that form a functioning whole. Every system has goals and objectives that it is designed to accomplish. Each part within a system serves in the maintenance of the system and the attainment of its goals. The human body and automobiles are examples of systems with highly specialized parts.

In order to know how systems can be changed, it is necessary to know how their parts interact and also how systems are related to each other. Some systems overlap others. When this is true, what happens in one system is likely to affect the other systems with which it overlaps.

One way to explore some possible interrelationships between systems is to diagram the systems in *Coffee, the Rules of the Game and You:*

1. On a large sheet of newsprint, draw a stick figure in each lower corner. Label one *Juan Diaz*. Label the other *U.S. Coffee Drinker.*
2. Using a series of circles connected by lines (see sample below), draw a diagram of how a U.S. coffee drinker is connected with Juan Diaz and his family.
3. As you draw your diagram, think about the systems that are related to Juan's low salary and limited opportunities, such as economic systems (multinational food corporations), financial systems (banks, lending agencies), and political systems (governments). Other systems might be health systems, transportation systems, educational systems, communication systems, religious systems, welfare systems, and employment systems.



Source: "Teaching Toward a Faithful Vision", Participant's Manual, copyright 1977 by Discipleship Resources. Used by permission.

Declaration of the United Nations Conference on the Human Environment*

The United Nations Conference on the Human Environment

*21st plenary meeting, 16 June 1972

United Nations Environment Programme
P.O. Box 30552 • Nairobi, Kenya

New York Liaison Office
Room A-3630 • United Nations, New York 10017

The United Nations Conference on the Human Environment, having met at Stockholm from 5 to 16 June 1972, and having considered the need for a common outlook and for common principles and standards, adopted a **DECLARATION ON THE HUMAN ENVIRONMENT** to inspire and guide the peoples of the world in the preservation and enhancement of the human environment. Many of the 26 principles of the Declaration have since been included in other international declarations and resolutions and have become part of national policies in a number of the Member States of the United Nations.

The Declaration Proclaims that:

1. Man is both creature and molder of his environment, which gives him physical sustenance and affords him the opportunity for intellectual, moral, social and spiritual growth. In the long and tortuous evolution of the human race on this planet a stage has been reached when, through the rapid acceleration of science and technology, man has acquired the power to transform his environment in countless ways and on an unprecedented scale. Both aspects of man's environment, the natural and the man-made, are essential to his well-being and to the enjoyment of basic human rights—even the right to life itself.

2. The protection and improvement of the human environment is a major issue which affects the well-being of peoples and economic development throughout the world; it is the urgent desire of the peoples of the whole world and the duty of all Governments.

3. Man has constantly to sum up experience and go on discovering, inventing, creating and advancing. In our time, man's capability to transform his surroundings, if used wisely, can bring to all peoples the benefits of development and the opportunity to enhance the quality of life. Wrongly or heedlessly applied, the same power can do incalculable harm to human beings and the human environment. We see around us growing evidence of man-made harm in many regions of the earth: dangerous levels of pollution in water, air, earth and living beings; major and undesirable disturbances to the ecological balance of the biosphere; destruction and depletion of irreplaceable resources; and gross deficiencies harmful to the physical, mental and social health of man, in the man-made environment, particularly in the living and working environment.

4. In the developing countries most of the environmental problems are caused by under-development. Millions continue to live far below the minimum levels required for a decent human existence, deprived of adequate food and clothing, shelter and education, health and sanitation. Therefore, the developing countries must direct their efforts to development, bearing in mind their priorities and the need to safeguard and improve the environment. For the same purpose, the industrialized countries should make efforts to reduce the gap between themselves and the developing countries. In the industrialized countries, environmental problems are generally related to industrialization and technological development.

5. The natural growth of population continuously presents problems on the preservation of the environment, and adequate policies and measures should be adopted, as appropriate, to face these problems. Of all things in the world, people are the most precious. It is the people that propel social progress, create social wealth, develop science and technology and, through their hard work, continuously transform the human environment. Along with social progress and the advance of production, science and technology, the capability of man to improve the environment increases with each passing day.

6. A point has been reached in history when we must shape our actions throughout the world with a more prudent care for their environmental consequences. Through ignorance or indifference we can do massive and irreversible harm to the earthly environment on which our life and well-being depend. Conversely, through fuller knowledge and wiser action, we can achieve for ourselves and our posterity a better life in an environment more in keeping with human needs and hopes. There are broad vistas for the enhancement of environmental quality and the creation of a good life. What is needed is an enthusiastic but calm state of mind and intense but orderly work. For the purpose of attaining freedom in the world of nature, man must use knowledge to build, in collaboration with nature, a better environment. To defend and improve the human environment for present and future generations has become an imperative goal for mankind—a goal to be pursued together with, and in harmony with, the established and fundamental goals of peace and of world-wide economic and social development.

7. To achieve this environmental goal will demand the acceptance of responsibility by citizens and communities and by enterprises and institutions at every level, all sharing equitably in common efforts. Individuals in all walks of life as well as organizations in many fields, by their values and the sum of their actions, will shape the world environment of the future. Local and national governments will bear the greatest burden for large-scale environmental policy and action within their jurisdictions. International co-operation is also needed in order to raise resources to support the developing countries in carrying out their responsibilities in this field. A growing class of environmental problems, because they are regional or global in extent or because they affect the common international realm, will require extensive co-operation among nations and action by international organizations in the common interest.

The Conference calls upon Governments and peoples to exert common efforts for the preservation and improvement of the human environment, for the benefit of all the people and for their posterity.

States the common conviction that:

Principle 1
Man has the fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations. In this respect, policies promoting or perpetuating *apartheid*, racial segregation, discrimination, colonial and other forms of oppression and foreign domination stand condemned and must be eliminated.

Principle 2
The natural resources of the earth including the air, water, land, flora and fauna and especially representative samples of natural ecosystems must be safeguarded for the benefit of present and future generations through careful planning or management, as appropriate.

Principle 3
The capacity of the earth to produce vital renewable resources must be maintained and, wherever practicable, restored or improved.

Principle 4
Man has a special responsibility to safeguard and wisely manage the heritage of wildlife and its habitat which are now gravely imperilled by a combination of adverse factors. Nature conservation including wildlife must therefore receive importance in planning for economic development.

Principle 5
The non-renewable resources of the earth must be employed in such a way as to guard against the danger of their future exhaustion and to ensure that benefits from such employment are shared by all mankind.

Principle 6
The discharge of toxic substances or of other substances and the release of heat, in such quantities or concentrations as to exceed the capacity of the environment to render them harmless, must be halted in order to ensure that serious or irreversible damage is not inflicted upon ecosystems. The just struggle of the peoples of all countries against pollution should be supported.

Principle 7
States shall take all possible steps to prevent pollution of the seas by substances that are liable to create hazards to human health, to harm living resources and marine life, to damage amenities or to interfere with other legitimate uses of the sea.

Principle 8
Economic and social development is essential for ensuring a favourable living and working environment for man and for creating conditions on earth that are necessary for the improvement of the quality of life.

Principle 9
Environmental deficiencies generated by the conditions of underdevelopment and natural disasters pose grave problems and can best be remedied by accelerated development through the transfer of substantial quantities of financial and technological assistance as a supplement to the domestic effort of the developing countries and such timely assistance as may be required.

Principle 10
For the developing countries, stability of prices and adequate earnings for primary commodities and raw material are essential to environmental management since economic factors as well as ecological processes must be taken into account.

Principle 11
The environmental policies of all States should enhance and not adversely affect the present or future development potential of developing countries, nor should they hamper the attainment of better living conditions for all, and appropriate steps should be taken by States and international organizations with a view to reaching agreement on meeting the possible national and international economic consequences resulting from the application of environmental measures.

Principle 12
Resources should be made available to preserve and improve the environment, taking into account the circumstances and particular requirements of developing countries and any costs which may emanate from their incorporating environmental safeguards into their development planning and the need for making available to them, upon their request, additional international technical and financial assistance for this purpose.

Principle 13
In order to achieve a more rational management of resources and thus to improve the environment, States should adopt an integrated and coordinated approach to their development planning so as to ensure that development is compatible with the need to protect and improve the human environment for the benefit of their population.

Principle 14
Rational planning constitutes an essential tool for reconciling any conflict between the needs of development and the need to protect and improve the environment.

Principle 15
Planning must be applied to human settlements and urbanization with a view to avoiding adverse effects on the environment and obtaining maximum social, economic and environmental benefits for all. In this respect projects which are designed for colonialist and racist domination must be abandoned.

Principle 16
Demographic policies, which are without prejudice to basic human rights and which are deemed appropriate by Governments concerned, should be applied in those regions where the rate of population growth or excessive population concentrations are likely to have adverse effects on the environment or development, or where low population density may prevent improvement of the human environment and impede development.

Principle 17
Appropriate national institutions must be entrusted with the task of planning managing or controlling the environmental resources of States with the view to enhancing environmental quality.

Principle 18
Science and technology, as part of their contribution to economic and social development, must be applied to the identification, avoidance and control of environmental risks and the solution of environmental problems and for the common good of mankind.

Principle 19
Education in environmental matters, for the younger generation as well as adults, giving due consideration to the underprivileged, is essential in order to broaden the basis for an enlightened opinion and responsible conduct by individuals, enterprises and communities in protecting and improving the environment in its full human dimension. It is also essential that mass media of communications avoid contributing to the deterioration of the environment, but, on the contrary, disseminate information of an educational nature, on the need to protect and improve the environment in order to enable man to develop in every respect.

Principle 20
Scientific research and development in the context of environmental problems, both national and multinational, must be promoted in all countries, especially the developing countries. In this connexion, the free flow of up-to-date scientific information and transfer of experience must be supported and assisted, to facilitate the solution of environmental problems; environmental technologies should be made available to developing countries on terms which would encourage their wide dissemination without constituting an economic burden on the developing countries.

Principle 21
States have, in accordance with the Charter of the United Nations and the principles of international law, the sovereign right to exploit their own resources pursuant to their own environmental policies, and the responsibility to ensure that activities within their jurisdiction or control do not cause damage to the environment of other States or of areas beyond the limits of national jurisdiction.

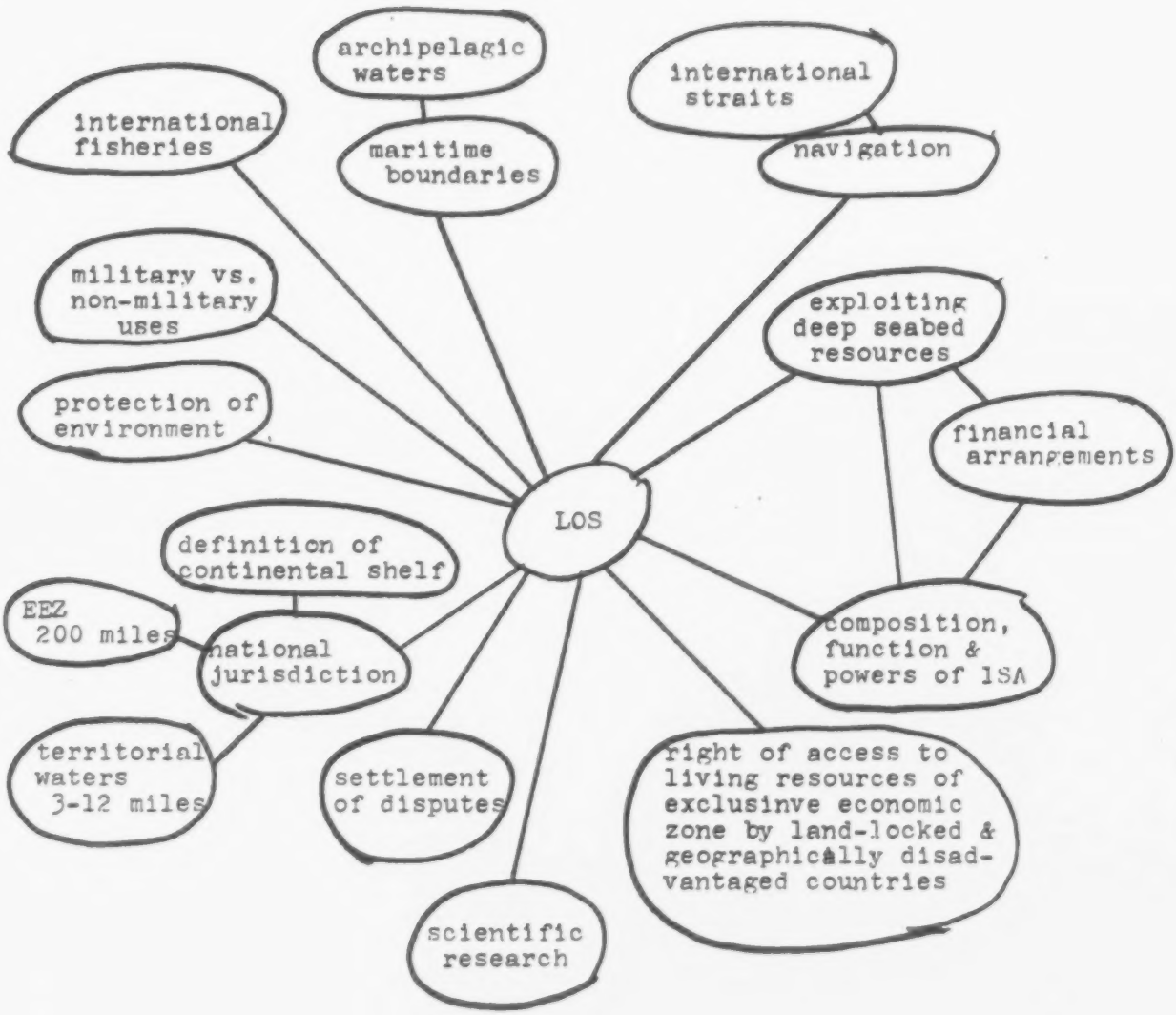
Principle 22
States shall co-operate to develop further the international law regarding liability and compensation for the victims of pollution and other environmental damage caused by activities within the jurisdiction or control of such States to areas beyond their jurisdiction.

Principle 23
Without prejudice to such criteria as may be agreed upon by the international community, or to standards which will have to be determined nationally, it will be essential in all cases to consider the systems of values prevailing in each country, and the extent of the applicability of standards which are valid for the most advanced countries but which may be inappropriate and of unwarranted social cost for the developing countries.

Principle 24
International matters concerning the protection and improvement of the environment should be handled in a cooperative spirit by all countries, big or small, on an equal footing. Cooperation through multilateral or bilateral arrangements or other appropriate means is essential to effectively control, prevent, reduce and eliminate adverse environmental effects resulting from activities conducted in all spheres, in such a way that due account is taken of sovereignty and interests of all States.

Principle 25
States shall ensure that international organizations play a co-ordinated, efficient and dynamic role for the protection and improvement of the environment.

Principle 26
Man and his environment must be spared the effects of nuclear weapons and all other means of mass destruction. States must strive to reach prompt agreement, in the relevant international organs, on the elimination and complete destruction of such weapons.


archipelagic waters
international straits
international fisheries
maritime boundaries
navigation
military vs. non-military uses
exploiting deep seabed resources
protection of environment
financial arrangements
LOS
definition of continental shelf
EEZ 200 miles
national jurisdiction
composition, function & powers of ISA
territorial waters 3-12 miles
settlement of disputes
right of access to living resources of exclusinve economic zone by land-locked & geographically disad-vantaged countries
scientific research

PRINCETON REGIONAL SCHOOLS

SUGGESTED MAJOR CONCEPTS FOR SOCIAL STUDIES K-12

March 30, 1981

1. INTERDEPENDENCE
The recognition of the interdependence of all aspects of the social and physical environment of the world is increasingly essential for human development, growth, and survival.

2. ENVIRONMENT
Humans belong to physical and social environmental systems. These systems influence and are influenced by human development and behavior.

3. COMMUNITY
An individual is a member of many communities with differing roles, rewards, rights, and responsibilities.

4. CULTURE
Humans form cultures to meet their needs.

In a world community of many cultures, we need to be aware of and appreciate their similarities and differences.

5. CHANGE
Humans live in a dynamic world and have the capacity to evaluate continuous change in order to determine the nature of their participation.

6. HUMANNESS
Humans need to develop a sense of identity and values to understand the uniqueness of self and self in relation to all forms of life.

Grade 1: Myself and Others

Students learn about themselves in relationship to families and peer groups. They develop awareness of interdependence within these social units, their similarities, diversities, and changes. By studying different family and friendship groups, students begin to discover things they have in common with humans throughout the world.

Grade 2: Myself and My Surroundings

As horizons expand, children learn about themselves as participants in larger settings such as the classroom, the school, and the immediate neighborhood. Some knowledge is gained of neigborhoods in different communities and countries; comparisons and contrasts provide deeper understanding of the child's own surroundings--both natural and human.

Grade 3: Myself in San Francisco

The rich multicultural framework of San Francisco provides the setting for learning about different ethnic groups, neighborhoods, lifestyles, and careers. Field trips, classroom visitors, parent participation, and other sources will aid students in understanding and appreciating the city and its heritage. Comparison with other cities in the United States and other parts of the world will broaden the learning experience.

Grade 4: Myself in California

Diversity of cultural and ethnic heritage in the broadened setting of the state extends students' knowledge of themselves in relation to their social and physical environment. Students will also explore the many interconnections between themselves, California, and the world, including the heritage of groups which have contributed to California life in the past and the present.

Grade 5: Myself in the U.S. as Part of the World

The concept of change becomes central as students examine the nation's growth and development. They learn about the contributions of individuals and different groups throughout the nation's experience. This study provides an historical background for understanding the United States as a changing, complex, multicultural society. Learning also places the United States in a global setting, indicating the growing interconnections between this country and other parts of the world.

Middle School

Students horizons are extended further as they learn more about the larger global context. As in all levels of the social studies, emphasis continues to be on the self--an exploration of the student's life and interests within expanding areas of awareness.

Grade 6: Our Hemisphere and Myself

Students now learn more about themselves in relation to a larger environment--the varied texture of life within the Western Hemisphere. Selected societies in North and South America are studied to develop a deeper understanding of the nature and variety of human culture--the ways in which people in different places and at different times have organized to meet common human needs.

Grade 7: Our World Heritage

Many different groups throughout human history have contributed to our global bank of human culture. Students will explore the experiences and achievements of selected groups to gain an understanding of how these groups have added to the human story. The learning will highlight common human themes as well as points of difference.

Grade 8: The U.S., the World, and Myself

The study enables students to analyze the economic, political, and social decisions of the past that have helped to shape our modern physical and social environment. Attention is also given to the forces which have strengthened ties between the United States and other parts of the world--and how those interconnections influence our lives.

High School

A wide variety of social studies experiences--including history, geography, political science, economics, anthropology, and others--provide students with knowledge and skills to meet the challenges and opportunities of the future. Special attention is given to ways in which the social studies can help young people to prepare for adult roles and to function effectively as participants in a democratic society.

From: "Universals of Culture," Intercom 92/93, Global Perspectives in Education, 1979

Appendix C

Elementary (K-6) Sequence Model

LEVEL I

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different settings	Individual	Communication reading, writing, talking	Justice
	Group		Meaning
Tradition -Holiday -Customs	Human Being	Logical Reasoning mathematics, formal logic	Truth
	Values	Scientific Methods 11 processes from the social and natural sciences	Beauty
Awareness of Others -Family -School	Beliefs		Work
	Rules	Historical Methods narrative, cause-effect relationship	Love
	Responsibility	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture	Red, Blue, Yellow, etc.	Communication reading, writing, talking	Justice
			Meaning
	Small, Large, etc.	Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
You and Me	Manners		Meaning
	Human Similarities and Differences	Logical Reasoning Mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.		Meaning
		Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level I: In Level I, students explore the meaning of their individuality and their relationship to the primary groups of family and school. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

LEVEL II

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different settings Tradition -Holiday -Customs Awareness of Others -Family -School -Community Social Structures	Individual Group Human Being Values Beliefs Rules Responsibility Needs Institutions	Communication reading, writing, talking Logical Reasoning mathematics, formal logic Scientific Methods 11 processes from the social and natural sciences Historical Methods narrative, cause-effect relationship Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Justice Meaning Truth Beauty Work Love Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture Movement Rhythm	Red, Blue, Yellow, etc. Small, Large, etc. Measure Timing Step Rhythm	Communication reading, writing, talking Logical Reasoning mathematics, formal logic Scientific Methods 11 processes from the social and natural sciences Historical Methods narrative, cause-effect relationship Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Justice Meaning Truth Beauty Work Love Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
Nutrition	Manners	Logical Reasoning mathematics, formal logic	Meaning
You and Me	Human Similarities and Differences	Scientific Methods 11 processes from the social and natural sciences	Truth
	Food	Historical Methods narrative, cause-effect relationship	Beauty
	Rest	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work Love Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.	Logical Reasoning mathematics, formal logic	Meaning
Responsibility	Citizenship	Scientific Methods 11 processes from the social and natural sciences	Truth Beauty
		Historical Methods narrative, cause-effect relationship	Work Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level II: In Level II, students explore the meaning of their individuality and their relationship to the primary groups of home, school, and community. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

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1978 INDIANA TEXTBOOK ADOPTION CATEGORIES FOR SOCIAL STUDIES

The goal of social studies instruction is citizenship education. There are four broad descriptions of purposes that are aimed at accomplishing the goal of citizenship. These four are:

1. Develop a knowledge base for understanding the ever-changing relationship between human beings and their environment, past, present, and future.
2. Develop skills necessary to process information, to communicate, and to work with others.
3. Develop an understanding and appreciation of beliefs, values, and behavior patterns.
4. Apply knowledge, skills, values, self-awareness, and individual creativity through active participation in society.

These purposes are carried out through a planned K-12 social studies curriculum which provides students expanding horizons, a knowledge base, skill reinforcement and opportunities to apply all of these through active social participation. These purposes should be the core of every social studies offering.

It is hoped that each school corporation will coordinate programs throughout the K-12 social studies program in accordance with these purposes and including two themes of paramount importance which are:

1. The multiethnic nature of society and the importance of understanding the contributions of all groups of people.
2. The nature of the ecological system, the finiteness of our natural and human resources and the subsequent realization that we are all globally interdependent.

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CATEGORY #

1 Grade 1

Children examine how they learn in different environments, primarily within family, peer, educational and social institutions. They also begin to develop their self concepts, group and social participation skills. Reading skills are developed while learning about families in various parts of the world. Students learn how families differ in composition, life style and role expectations. Studying the multiethnic nature of societies, children learn how in different environments groups of people use resources available to them, earn a living, and discover how basic social structures sustain themselves.

2 Grade 2

Students study the role of the individual in the neighborhood community in which they live and how needs are met through human interaction and communication. Neighborhood and world interdependence are studied while examining how needs are met for transportation, learning, government, and the market place. Students continue to develop self concept, reading, group and social participation skills within this context.

3 Grade 3

Children examine how different communities around the world develop based on environmental, cultural and technological factors. They study similarities and differences in cultures and how contact between cultures often brings about changes in social institutions. The present condition of people is an outgrowth of the way human and natural resources are developed. All skill development is continued. Indiana may be studied within these contexts. Students read about people who specialize and contribute to society in a unique way by developing their own potential to the fullest.

4 Grade 4

The world as the home of humans provides opportunities to compare and contrast how we live in Indiana, or within a region of Indiana, and how people of other cultures and regions live and how we are alike and different. Students examine how different cultures and ethnic groups within Indiana influence the ways in which similar geographic and environmental conditions are utilized. Students note the ways in which human and natural resource distribution affect people's life styles, and how peaceful interaction among humans is related to social control amidst changing requirements and problems. Reading for context clues, map and globe skills and social skills are all emphasized.

5 Grade 5

The United States is compared with other selected regions of the world. Students will examine how geography influenced the development of an area such as North America, and what impact technological development, trade, communication, transportation, economic, political and social systems had on the historical development of the regions studied. Knowledge, process, location, valuing and social skills should have continued development.

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CATEGORY II

NOTE: Care should be taken to coordinate the regional emphasis in grades 4 through 7 depending on textbooks adopted.

6 Grade 6

In further developing the examination of regions of the world, a focus on either the western or eastern hemispheres may be chosen. Students should recognize links between the geography of the regions and the subsequent economic and social development which has occured. The Indian cultures of the western hemisphere or European cultures of the eastern hemisphere provide unique links with early and modern world civilizations and a focus for the study of cultural influences on American heritage. Examine how these regions are interdependent and how technological development has influenced them.

7 Grade 7

GLOBAL STUDIES

Global Studies at this juncture, provides an opportunity for students to synthesize concepts gained in prior grades while further extending their knowledge of the world in which we live. An in-depth examination of areas of the world such as Europe, the Middle East, Africa or Asia (depending on the emphasis in prior grades) will provide greater understanding of our dependence on resources available in various geographic locations and how economic, social and political institutions develop in relationship to our environment. Students should be provided opportunities to incorporate current global news into the program to emphasize how the present has been influenced by the past and will affect the future in a global setting.

8 Grade 8

UNITED STATES HISTORY

This is to be a general overview of American History with the emphasis on pre-twentieth century America. The course should examine the nature and development of forms of government and law, colonialism, democracy, revolution, land acquisition, immigration and assimilation, nationalism, slavery, abolition, civil rights, industrialization, technological development and urbanization. A focus on Indiana's concurrent development during the development of the United States will help students relate history to their own lives and location.

FORMAT FOR GLOBAL PILOT UNIT 1.

Unit: (name of unit)
Subject: (social studies, English, etc.)
Grade Level: (recommended for K-5)
Time: 5 days

Teacher's Objectives:

1. to -
2.
3.

Procedures:

Day One Lesson Plan
(complete description)
Day Two Lesson Plan
(etc.)

Materials:
(List)

Evaluation:
(of unit)

FORMAT FOR GLOBAL PILOT UNIT 2.

Unit: (name of unit)
Subject: Social Studies
Grade: (recommended for grades 6-12)
Time: 14 days

Introduction:
(paragraph of purpose)

Procedure:

I. Day One Lesson Plan
   A. List behavioral objectives
      1.
      2.
      3.
   B. Describe activities
   C. Evaluate

II. Day Two Lesson Plan
   A. List behavioral objectives
      1.
      2.
      3.
   B. Describe activities
   C. Evaluate
   Etc.

Materials:
(List)

FORMAT FOR GLOBAL PILOT UNIT 3.

Unit: (name of unit)
Subject: Social Studies
Grade (recommended for grades 6-12)
Time: 8 days

Introduction:
(purpose or overview or goals)

Behavioral Objectives:

1.
2.
3.
4.

Outline of Sub-topics:

A
B
C
D

Suggested Learning Activities:

1.
2.
3.
4.

Materials:
(list)

Evaluation:
(of entire unit)

SHARING GLOBAL RESOURCES: Toward a New Economic Order **

Script of Cassette Soundtrack

Copyright (c) 1977 by NARMIC

★1. Black slide	*(MUSIC) Just around the corner* *There's a rainbow in the sky*
2. Old-fashioned breakfast	*So let's have another cup of coffee* *And let's have another piece of pie.* *(MUSIC FADES TO BACKGROUND)* *(NARRATOR)* The morning cup of coffee - as American as apple pie. *(MUSIC RESUMES) Even John D. Rockefeller* *Is looking for the silver lining.* *Mr. Herbert Hoover says that* *Now's the time to buy,* *So let's have another cup of coffee* *And let's have another piece of pie.* *(NARRATOR)* Coffee - may be as American as apple pie,
3. Coffee berries	But there's not a coffee tree in the country. They're in places like Brazil, Colombia, and Angola.
4. Lunch table with soft drink cans	Tin cans. Aluminum products. Our lives are practically littered with them. The tin comes from places like Bolivia, Thailand, and Malaysia,
★5. Aluminum ingots	and the aluminum mainly from Jamaica, Surinam, and the Dominican Republic.
6. Traffic	Automobiles - almost half of all the cars in the world! And the raw materials to make them?
7. Auto chart	This chart shows the raw materials used in a typical car. We import about one-third of the raw materials listed from Africa, the Middle East, Latin America and Asia, the areas called the "Third World." And the gasoline to keep our cars running? Even though we're the world's third largest oil producer,

**This slide show has been replaced by another, entitled "Taking Charge." The treatment of the NIEO in the new show is not as explicit or extended as in the above; hence "Sharing Global Resources" is still recommended in this course's context.

Oil import chart	we consume so much that we're also the world's largest oil importer - over 40 per cent of our total use. That's over seven million barrels a day.
9. Dependence chart	We are dependent on imports for vital resources; the orange area on the chart shows how much of those resources come from Third World countries. We have one twentieth of the world's population, but we consume one third of the world's energy and resources.
10. Mining ad	But you and I don't go out and get our copper from Chile or oil from Venezuela. We get our resources through Anaconda, Exxon, Union Carbide and other multinational corporations which manage worldwide buying and selling, production, and marketing.
11. Map: 12 companies versus two thirds of the world's nations	The sales of the top dozen corporations alone is equivalent to the gross national product, the total of all goods and services sold, of two thirds of the world's nations combined. This means that the directors of the 12 companies shown manage more money than all the farmers, workers, rich and poor in all the countries shaded orange - the countries with the lowest GNP's.
... Lumber ad	*(PAUSE)* Through these giant corporations our lives are linked to the lives of people around the planet. The lumberjacks of Indonesia shown in this ad. The copper miners of Chile. The coffee growers of Brazil. Whatever our different interests - poor or rich, producers or consumers - we all have a stake in deciding how the earth's limited resources will be used.
13. Children and globe	Will they be used wisely, to meet the urgent needs of the world's people....and those of generations to come? Will they be shared equitably?
★14. Earth in space	And can we develop mechanisms to allow this sharing to take place peacefully, to preserve life on our planet?
15. Title slide	"Sharing Global Resources" is produced by NARMIC, a research program of the American Friends Service Committee. Its objective is not to provide definitive answers, but to raise questions, to stimulate discussion, and to challenge viewers to consider what they can do for peace and justice in the world.
★ . Part 1 title	Part 1 looks at questions about current management of the earth's resources, and at Third World proposals for change through a new economic order.

✦17. Part 2 title	Part 2 looks at the struggle for control of resources - the examples of Jamaica and Chile. We highlight two companies, Anaconda and Kennecott, not to single them out as special villains, but rather to begin to explore the pattern of relationships between large corporations and small countries.
★18. Part 3 title	Part 3 brings some of these global questions home. What do new economic order issues mean for resource-rich areas of our own country? For the rest of us?
19. "Aluminum: from mine to consumer"	*(MUSIC: "Suffering in the Land" by Jimmy Cliff, Jamaican reggae singer)*
20. "Mining and processing in Jamaica"	*(MUSIC)*
21. "Shipping to the U.S."	*(MUSIC)*
22. "Making into ingots, then foil"	*(MUSIC)*
23. Consumer with foil products	*(MUSIC)*
24. Aluminum use collage	*(NARRATOR)* Jamaica provides us a wealth of aluminum ore - for cans, military aircraft, industrial equipment.
25. Jamaican poverty	Why, then, are its people so poor?
26. Coffee/berries	And what about that morning cup of coffee? Brazil is the world's largest coffee producer.
27. Wealthy Brazil	Brazil's top 5 per cent have increased their share of the national income to 50 per cent, according to some estimates.
28. Coffee pickers' housing	But what about these Brazilians who pick the coffee beans? Why has the last decade brought Brazil's bottom 40 per cent a decline in buying power, worse housing, and poorer food?
29. Black miners	South African Blacks mine diamonds, gold, and uranium for the Western world.
30. South African poor	Why do four out of five Blacks live in abject poverty? Why do half the children in the Black reserves die before reaching the age of five?

McNamara quote written over poor

Why has development failed to reach 40 per cent of entire populations in the poor world?

32. Appalachian family

And even in the rich world, why is there poverty in Appalachia? One of the most mineral-rich and coal-rich areas of the richest country in the world!

33. Filipino sugar cane workers

For a long time poor nations and people were told that if they only worked harder, they could overcome their poverty. If they would just harvest more produce or mine more ore, they could finally get ahead.

34. Ambassador Alfred Rattray of Jamaica

But in the view of Ambassador Rattray, poor countries have learned from experience that it takes more than hard work to get ahead:

(RATTRAY) "They have to work and work and work just to keep pace, and even so they are not keeping pace. It's keeping them poor. It's putting them on a treadmill.

35. Treadmill cartoon

"If the price of goods from the industrial countries keeps escalating, and your prices remain static, or increase at a slower pace, it means you have got to work harder and harder to buy the same things in 10 years' time that you bought today. Right? That's the treadmill."

36. Cotton and truck (split slide)

(NARRATOR) Tanzania says, for example, that in the early '60's they could buy this truck from their earnings for five tons of cotton. Ten years later it took eight tons to buy the same truck. Many developing nations have experienced similar problems.

37. Chart

While prices for trucks and other manufactured goods maintained a steady climb, as shown in heavy red on this chart, export prices for many raw materials fluctuated widely, and for a number of years did not keep pace. From 1953 to 1972 raw material prices, excluding oil, fell by an average of about two per cent per year, in comparison to manufactured imports. To improve their "terms of trade," Third World countries pressed harder for a package of more favorable commodity agreements and for some form of "indexation" - that is,

★38. Coffee being loaded

setting prices of their exports like cotton or coffee at a fixed per cent of imports like trucks or tractors. Unequal trade is only one of several ways poor countries feel they are put at a disadvantage. Ambassador Rattray talked about the Third World strategy for achieving a more equal relationship:

39. Rattray

(RATTRAY) "My own view is that the developing countries really have no hope unless they get together. It's really a question of the power to negotiate, to speak with, to bargain with another entity. That is why unions have to get together,

40. Union cartoon

"because one worker cannot go on and bargain with the boss. The boss is as strong as all those workers combined, and that is why they can bargain. And you know,

41. Producers cartoon

"countries are just like that, and if there are 10 producers of a product, and each one wants to make separate deals, then you will become easy prey, to be picked off one by one.

42. Organized producers cartoon

"Not so, however, when they get together. You know, in the long run it is better for the world. Once you have an orderly situation, then the chances for social, economic and even political peace is greater."

(NARRATOR) The beginning unity of Third World countries has improved their bargaining strength. They are now taken seriously when they call for replacing the current economic order with a New International Economic Order.

43. Bishop Sangu at Eucharistic Conference

(SANGU) "In international affairs and international trade the developing countries are still almost completely at the mercy of the developed countries.

44. Text on screen

"They dictate the world market, they fix tariffs and quotas, they determine the prices of raw materials and primary products. They establish the prices of the processed products, they determine the monetary system and control the circulation of money through the International Monetary Fund and the World Bank...

45. Bishop and text

"And one of the basic principles of this world order is that as long as you make a profit for your own purse it does not matter that you plunder others... The people of the Third World realize more and more now that the only means to save them from perennial poverty and hunger is the creation of a New International Economic Order, based on mutual agreement between all nations, aimed at equal justice for all, through equitable distribution of the world's riches and resources..."

46. NIEO: demands 1 and 2

(NARRATOR) The goal of the New International Economic Order is to make the abolition of poverty the highest priority for humanity. First, by achieving an equitable relationship between the prices poor countries get for their raw material exports and the prices they pay for manufactured imports. Second, by acknowledging the right of all countries to regulate and control the activities of multinational corporations and to take full control over their own resources.

47. NIEO: demands 3 and 4

Third, by reforms in the international monetary system and measures to free poor countries from the debt trap. And fourth, by an end to the waste of natural resources - wasted food, excess guns and bombers.

48. Cartoon of Third World family cranking economic system

In short, the poor countries are not asking for charity or aid. Rather, they are asking for the economic system to work in a way that gives them a chance to get ahead by their own efforts - a better price for their raw materials so they can afford needed manufactured goods and social services.

49. Banana growers/ consumer

Corporate practice is to pass cost increases along to the final consumer - often while increasing their own profits. Does this mean the confrontation is ultimately between the producers in poor countries and us consumers? We asked

50. Mahbub ul Haq

Third World economist Mahbub ul Haq.

(HAQ) "Actually, the confrontation is not between the producers and the consumers, but with the multinational corporations, the middlemen who control the various stages where the big money is to be made."

51. Chart: banana costs

"Take, for example, bananas. Now, in the store you pay roughly 20 cents per pound for bananas. But only about a penny and a half out of this goes to, say, a country like Honduras which produces these bananas. What Honduras wants is not for you to pay more, but for Honduras to move into controlling its own banana production. After all, why should United Fruit control the boxing, shipping, and wholesaling of bananas? If Honduras could get more,

52. Poor children - Honduras

"it could certainly begin to help itself out of poverty and also could get some of the funds it needs so desperately to industrialize."

(NARRATOR) More funds for resources. Will it get down to the poorest?

53. Panama City

The rich/poor gap inside nations is often just as striking as that between nations. Brazil can get more for its coffee, or Iran more for its oil, or the Philippines more for its sugar, but will the people of those countries be any better off? Can they be, when

★54. Police in gas masks

dictatorial regimes, often with U.S. support, use repression to protect the elites from their own people? Don't they need a new internal economic order as well? We asked Haq for a Third World view.

55. Haq reading report

(HAQ) "I was chairing the special task force to prepare a report on the New International Economic Order. And if I may quote what we had to say at that time was that 'We remain convinced that the task of developing our societies

★56. People working

"'is essentially our own responsibility...We do not advocate to our societies that they find a convenient alibi in the international order for

57. Child in poverty and Shah's wealth

"every lack of progress on the domestic front...In fact, reforms in "the international order will be meaningless and often impossible to attain without corresponding reforms in national orders.'"

(NARRATOR) The Shah of Iran or Brazil's generals might disagree with this Third World declaration. But countries like Tanzania,

58. Part 2 title

Jamaica, and until 1973 Chile have sought to put it into practice. They've struggled for more control over their resources in the international economic order, while struggling to reform their national orders as well.

59. Manley

(MANLEY) "For all small Third World countries, their attempt to change themselves has to begin with the problem of changing the world. If you can't change the world, if you can't change the distribution of wealth in the world, you haven't a chance of changing, really, the condition of any of the small Third World parts of that world."

60. Jamaican poor and rich

(MUSIC) *The rich get richer and the poor get poorer*
Suffering in the land...

(NARRATOR) How is Jamaica trying to change the distribution of wealth in the world? And what are the obstacles they face?

GLOBAL POTENTIAL RATING SCALE

MATERIAL:

Will this material help the student...

	HIGH POTENTIAL				LOW POTENTIAL
1. Learn accurate information about another culture?	5	4	3	2	1
2. Decrease egocentric perceptions?	5	4	3	2	1
3. Decrease ethnocentric perceptions?	5	4	3	2	1
4. Decrease stereotypic perceptions?	5	4	3	2	1
5. Increase the student's ability to empathize?	5	4	3	2	1
6. Develop constructive attitudes toward diversity?	5	4	3	2	1
7. Develop constructive attitudes toward change?	5	4	3	2	1
8. Develop constructive attitudes toward ambiguity?	5	4	3	2	1
9. Develop constructive attitudes toward conflict?	5	4	3	2	1
10. Learn accurate information about interdependence and the world as a system?	5	4	3	2	1

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New York State Department of Education

THE SKILLS DEFINED

The self-management skills which can act as goals in the globalization of a program are as follows:

Decreasing Egocentric Perceptions:

> An overture by his younger American "sister" to help him make friends was constantly met by Jurgen's obdurate: "That is not the way to do it, I will..."

Decreasing egocentric perceptions involves:

- being able to put one's own self-interest in perspective of others' self-interests;
- recognizing the existence of multi-perspectives;
- accepting the existence of alternate perspectives as legitimate explanations;
- considering and acting in response to the interests and welfare of others;
- applying such skills as above to classroom, school, home, and to peoples everywhere.

Decreasing Ethnocentric Perceptions:

> "There are some things which any American knows about all Mexicans: Mexicans are bandits, they carry guns, they make love by moonlight, they eat food which is too hot, and drink drinks which are too strong, they are lazy, they are Communists, they are atheists, they live in mud houses and play the guitar all day. And there is one more thing which every American knows: that he is superior to every Mexican..." Hubert Theriaz, Good Neighbors (New Haven, Conn. Yale, 1941. p. 306).

Decreasing ethnocentric perceptions involves:

- being able to recognize that one's group associations (social, national, etc.,) are reflective of one perspective of existence and operation;
- being able to relate to other groups without judging them by their own group's standards;
- being able to consider and act in response to the interests and welfare of other groups in addition to their own;
- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Decreasing Stereotypic Perceptions:

"When traveling in Italy, never drink water--always drink wine..."
"The boys with the long hair are the dummies..."

Decreasing stereotypic perceptions involves:

- developing conscious awareness of the danger of any generalized statements;
- developing use of qualifying or modifying statements which avoid, or force a test of, generalized characteristics or statements;
- developing a conscious response mechanism that all characterizations or general statements are tentative and subject to change;
- developing an ability to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing the Ability to Empathize

"I don't understand why those refugees are so unhappy, the American government is footing their bill."

Developing the ability to empathize involves:

- being able to "step into another's shoes" and perceive the world as others perceive it;
- being able to describe accurately the thoughts and feelings of others;
- being able to make non-derogatory statements from behaviors different from their own;
- being able to explain why others think, feel, or act in the other's social or situational setting;
- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Diversity

Travel agent: "Well, what about Montreal? That's an exciting city."
Traveler: "Oh, I don't know, I'd be uncomfortable there--you have to know how to speak French..."

Developing constructive attitudes toward diversity involves:

- being able to recognize and accept diversity in physical characteristics, behavior, and culture;

- being able to accept diversity as inevitable and natural;

- being able to respond positively to desireable differences and condemning or reducing undesireable differences;

- being able to recognize and respond to the moral complexity in diverse relationships;

- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Change:

"I hope I don't get Mrs. LaFalce for Russian this year--she always makes you do things in Russian....my mother keeps asking me if I have a textbook..."

Developing constructive attitudes toward change involves:

- being able to perceive change as inevitable and natural;

- being able to respond positively to desireable change and condemn or impede undesireable change;

- being able to recognize the broader meaning ramifications of change;

- being able to recognize and respond to the moral complexities of change;

- being able to apply these skills to classroom, school, home, and in relation to peoples everywhere.

Developing Constructive Attitudes Toward Ambiguity:

CHANCELLOR SCHMIDT'S DECISION TO VISIT MOSCOW STARTLES THE PRESIDENT.

Developing constructive attitudes toward ambiguity involves:

- being able to recognize and accept ambiguity as natural and inevitable;

- being able to increasingly tolerate ambiguity;

- being able to apply these skills to classroom, school, home, and in relations with other people everywhere.

Developing Constructive Attitudes Toward Conflict:

Ronald Reagan's "two-China" policy statement has caused trouble with the People's Republic of China.

Developing constructive attitudes toward conflict involves:

- being able to recognize conflict as inevitable and natural;
- being able to recognize conflict as potentially manageable and to identify, learn, and use alternative methods for managing conflict;
- being able to recognize the moral/ethical complexity involved in any conflict;
- being able to apply these skills to classroom, school, home, and in relation to other people everywhere.

Learning accurate information about interdependence and the world as a system:*

Global education in a school system will equip the student with an understanding and an awareness of global interdependence by providing encouragement and opportunity to:

- acquire a basic knowledge of various aspects of the world;
- develop a personal value and behavior system based on a global perspective;
- understand problems and potential problems that have global implications;
- explore solutions for global problems;
- develop a practical way of life based on global perspectives;
- plan for alternative futures;
- participate responsibly in an interdependent world.

*From: "Guidelines for Global Education," Michigan Department of Education; added to this instrument by Global Learning, Inc.)

SENATE CONCURRENT RESOLUTION No. 3028

STATE OF NEW JERSEY

INTRODUCED JUNE 15, 1981

By Senator J. RUSSO

Referred to Committee on Education

A CONCURRENT RESOLUTION to support the concept of global education.

WHEREAS, The United States is pledged under the Helsinki Agreement to encourage the study of foreign languages and civilizations as an important means of expanding communications among peoples and the strengthening of international cooperation; and

WHEREAS, There has been established the President's Commission on Foreign Language and International Studies; and

WHEREAS, The Commissioner of the United States Office of Education has established a Task Force on Global Education; and

WHEREAS, Future world politics must be concerned with such issues as environmental protection, energy conservation, population, food, and satellite communication and shall require cooperative solutions, deeper understanding, greater patience, and an increase in global awareness in decision making; and

WHEREAS, The United States is a nation populated by people from many lands and has contributed its material resources and the lives of its citizens to the resolution of conflicts among nations; and

WHEREAS, During the past decade, the percentage of America's gross national product dependent upon export has doubled; and

WHEREAS, One-third of the profits of American corporations comes from their exports or from foreign investment, and one-third of America's farm produce is exported; and

WHEREAS, By virtue of its geographic location, the presence of many multi-national companies and over 3,000 New Jersey based firms, this State will play a pivotal role in world commerce; and

WHEREAS, The Council of Chief State School Officers, in its 1977 policy statement booklet, has urged State education agencies with the assistance of the Federal Government to initiate programs in education for global interdependence; and

WHEREAS, A study of civic education in nine countries found that students from the United States ranked next to the bottom in knowledge of international organizations and global processes; and

WHEREAS, The basic aim of international education is to permit students to consider the critical questions and issues relative to other cultures free from the biases of their own culture; and

WHEREAS, The concept of global education is concerned with the commonalities among humankind as well as the diversities of their cultures with their different value systems frames of reference, and views of the world; and

WHEREAS, Formal education is our best guard against failures of awareness, understanding, and rationality; now, therefore,

BE IT RESOLVED *by the Senate of the State of New Jersey (the General Assembly concurring):*

That the State Boards of Education and Higher Education, the Commissioner of Education, the Chancellor of Higher Education, local school boards and administrators, and teachers of social studies curricula a concept of global interdependence; and are requested to pursue the benefits offered by the Federal Government and to lend support to those individuals or institutions of education and higher education who may wish to pursue those benefits.

BE IT FURTHER RESOLVED, That a duly authenticated copy of this resolution be transmitted to the State Boards of Education and Higher Education, the Commissioner of Education and the Chancellor of Higher Education for distribution to local school districts.